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## ABSTRACT

The guide for teachers of trainable mentally handicapped children describes behavioral objectives, activities, and instructional materials (primary, intermediate, and prevocational levels) for the following curriculum areas: self help skills, social skills, perceptual motor skills, communication skills, functional academic skills, economic usefulness skills, and vocational preparation. Behavioral objectives concern such activities as brushing teeth, using a knife to cut soft meat, learning to take turns, using telephones, using elevators and escalators, making change, and recognizing neighborhood signs. Listed at the end of each curriculum area are additional materials, including books, pamphlets, games, filmstrips, music, and records. Introductory sections deal with professional and personal qualifications for teachers and aides, responsibilities of the director of special education, program evaluation, recreational planning, and community responsibility for post school planning. Appendixes discuss a procedure for integrating special education classes into regular school programs, a body image unit, daily schedules, and parent communication; and list guidelines for school aides, materials and equipment needed in classrooms for the trainable mentally retarded, instructional materials centers, annotated bibliographies for professional libraries and parents, sources of free and inexpensive materials, and companies with listings relevant to special educators. (GW)

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A GUIDE FOR THE TEACHER OF THE TRAINABLE MENTALLY HANDICAPPED

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Santa Fe, New Mexico  
1970

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## F O R E W O R D

In keeping with the democratic philosophy of our country, all children should be given the opportunity to learn and to develop to their maximum potential, whether they are average, bright, limited, or deviant in their capacities to learn. Among these young people are those who deviate from what is considered "mentally normal" in our society to such an extent that modifications of regular school programs have been necessary in order to provide specially-adapted educational programs for them.

Historically speaking, children whose IQ's fall between approximately 50-75 have been more likely to be accepted into public school classes since the beginning of the twentieth century. During the last twenty years, however, more provision has been made for equal opportunities for those whose mental deviations are more serious—the individual known as the trainable mentally handicapped (TMH) child. Before 1950, these individuals were most often cared for and educated in residential facilities.

Although many practices and processes have been utilized in educating the trainable child, the educational programs in classes for the trainable are often in such early stages that there is little general agreement as to what should be taught or how it should be taught. Since the trainable child has the same basic needs as all children -- love, a sense of belonging, a sense of worth, an opportunity to express himself and to realize his capacities -- this child, probably more than most, needs the help of the teacher to find ways of meeting these needs.

This Curriculum Guide has been based on the experiences of professional personnel in the State of New Mexico who have been directly concerned with teaching these children and devoted explicitly to the recognition of the needs of the trainable child. It is the sincere hope of the Division of Special Education that this Guide will serve as an excellent resource for teachers whose primary responsibility is to provide experiences which will help the trainable child in his emotional, social, physical, and mental development so that he can better adjust to society and the pattern of life around him.

Darrell A. Hindman, Director  
Special Education Division

## INTRODUCTION

In preparing this Guide for publication, a questionnaire was sent to each Special Education teacher in New Mexico from the State Department of Education, Division of Special Education. This questionnaire requested information about the areas of exceptionality in which the teacher was employed and/or showed special interest.

From this list, all teachers who indicated an interest and willingness to help in the development of a Curriculum Guide for TMH children, were sent a second questionnaire asking for general objectives, methods, techniques, or activities. A third questionnaire was mailed to all teachers of TMH children in the state so that each might have an opportunity to contribute to the Guide. This last questionnaire requested activities for the development of skills on primary, intermediate, vocational and vocational preparatory levels. The material received was reviewed by the committee and added to the Guide where applicable.

Requests for copies of local TMH guides were sent to State Departments of Education in all fifty states and to some cities. Many of these were received and reviewed by the authors.

A preliminary draft of the Guide was presented to the Steering Committee in May, 1969. During the summer of 1969, a two day workshop was held in Fort Bayard for members of the Steering Committee and other interested Special Educators. Several other meetings of the Steering Committee were held in the ensuing months.

It is the authors' hope that TMH teachers will use this Guide in a loose-leaf notebook so that they can add their own units and ideas to make the Guide more applicable to their local needs.

Jane Blumenfeld  
Pearl E. Thompson

March, 1970

## ACKNOWLEDGEMENTS

The authors wish to thank Dr. Darrell A. Hindman and Dr. Jane Howard for their leadership in initiating the development of curriculum guides for Special Education classes in New Mexico. Through their efforts, the Curriculum Guide Steering Committee was appointed and funding for the development of this Guide was approved. Long-range plans call for guides in other areas of Special Education to be written.

This Guide could not have been completed without the cooperation of the other members of the Steering Committee:

Claire S. Bossuet  
Barbara Gray  
Shirley Jones  
Henrietta Mitchell

Gallup, New Mexico  
Fort Bayard, New Mexico  
Las Vegas, New Mexico  
Lovington, New Mexico

They have given freely of their time and have offered many suggestions which have been incorporated into the Guide. The contribution of Beverly Vogel as artist and educator added significantly to the development of the Guide. Special thanks are due to Dr. Louis A. Transford, Associate Professor, Department of Guidance and Special Education, University of New Mexico, who served as consultant.

Acknowledgement and thanks are due to the many teachers who responded to the questionnaires and to others who offered suggestions and materials which have been included in the guide. A number of suggestions, such as some from Las Cruces and Santa Fe, were anonymous. Those who can be credited are listed below:

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Albuquerque, New Mexico  
Clovis, New Mexico  
Albuquerque, New Mexico  
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Clovis, New Mexico  
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March, 1970

Jane Blumenfeld  
Pearl E. Thompson

Definition

"Mental Retardation refers to subaverage general intellectual functioning which originates during the developmental period and is associated with impairment in adaptive behavior in the areas of maturation, learning, and social adjustment."<sup>1</sup>

Terms in current usage	I.Q. Range	M.A. Range
Mild	Borderline	76-83
Mild	Educable	50-75
Moderate	Trainable	25-49
Severe	Severe, Profound, Custodial	0-24
Generic usage		0-83

The Trainable Mentally Handicapped (TMH) are defined as persons "whose disabilities are such that they are incapable of meaningful achievement in traditional academic subjects but who, nevertheless, are capable of profiting from programs of training in self-care, social and simple job or vocational skills."<sup>2</sup>

Careful differential diagnosis may reveal that:

- the individual has suffered damage to the central nervous system resulting in physical, sensory motor, and neurological handicaps.

- the individual is developing at one-fourth to one-half the normal rate with an I.Q. ranging between 25-50.

In observing individual characteristics in the classroom, a teacher of TMH may notice the following:

- TMH need constant supervision.
- TMH show poor judgment in solving everyday problems.
- TMH show lack of initiative, little independent behavior.
- TMH have limited speech and language.
- TMH appear unable to profit from academic learning.

The teacher may also notice that with special training:

- TMH appear capable of learning self-help skills.
- TMH appear to develop social skills through work in a group.
- TMH appear able to develop good work habits and simple vocational skills.
- TMH appear able to learn some functional academic skills.

<sup>1</sup> R. F. Heber, "A Manual on Terminology and Classification in Mental Retardation," *Monograph, American Journal of Mental Deficiency*, (Washington, D. C. 1961). p. 3. Reprinted by permission from the *American Journal of Mental Deficiency*. Copyright 1969, American Association on Mental Deficiency.

<sup>2</sup> Ibid., p. 96.

### Rationale

The American educator is devoted to the principle that every child has a right to an educational program that will meet his individual needs and abilities and will challenge him to develop to his full potential. Because of the limited abilities of the TMH, they are sometimes omitted from the general school program. Educators, administrators, and other professionals may question the worth of developing programs for the TMH because they feel that the amount of effort expended does not yield sufficient returns. It is often up to Special Educators to remind others that the principles of American Education apply to all children.

Special Educators should do everything possible to make other professionals and the lay public aware that:

- educational programs for the TMH enable them to become partially independent and self-supporting.
- the cost for the care of the TMH who remain at home or in a community center is substantially less than for those placed in custodial institutions.<sup>1, 2</sup>

Since the TMH usually cannot benefit from regular classroom experience, or even from EMH classroom experience, a special curriculum must be designed to meet their needs. This Guide is an attempt to aid school personnel in developing a program for the TMH, with maximum independence and economic usefulness as goals. The Guide outlines the desired skills and describes activities which will provide the TMH with opportunities to:

- learn to care for personal needs.
- develop social skills.
- learn to control behavior in social situations.
- develop motor skills.
- develop useful vocational skills.
- develop independence through communication.
- develop some functional academic skills.
- participate in recreational and leisure time activities.
- develop useful vocational skills.

Recently, permissive legislation has been enacted which enables school districts to develop TMH programs. Several districts have already developed programs; others are seeking help from the State-Department-of-Education Division of Special Education, in setting up their programs. For these reasons, the need for a TMH Curriculum Guide has become apparent. It is hoped that this volume will bring to school personnel an understanding of the TMH and provide specific information for setting up a school program for the Trainable Mentally Handicapped.

Any Special Education program which a school system establishes must have as its foundation thorough differential diagnosis. This should be set up by educators in cooperation with psychologists, speech therapists, counselors, and other appropriate personnel. In the Southwest, children from non-English-speaking homes may be referred for diagnosis. Professional staff must be on the alert so that suitable evaluation and placement of these children is made. Diagnosis should be open-ended and continuous so that appropriate transfers may be effected.

<sup>1</sup> Harold M. Skeels, "Effects of Adoption on Children from Institutions," Disadvantaged Child, Joe L. Frost & Glenn Hawks, eds. (New York: Houghton-Mifflin Co., 1966), p. 118.

<sup>2</sup> L. F. Cain and S. Levine, "Effects of Community-and Institutional School Programs on TMH Children," CEC Research Monograph (1963 Series), BNOB-1.

Professional and Personal Qualifications for Teachers and Aides

Teachers

The State of New Mexico has developed guidelines for the training and certification of Special Education teachers and aides.

To these guidelines, the authors would like to add the following:

A teacher of TMH children:

- must realize that her pupils are more like than different from normal children.
- must search for ways to minimize the differences in social groups.
- must have a knowledge of child growth and development.
- must be skilled in the use of many methods by which she can teach to the learning patterns of each child.
- must keep an open mind about diagnosis so that it does not limit the avenues of learning which she opens to the pupil.
- must keep learnings at success levels of pupils.
- must be able to measure pupil progress through the use of rating scales and other techniques.
- must continue her professional training.
- must keep abreast of current developments in the field.
- must be able to talk with other professionals, such as social workers, psychologists, speech therapists, physical and occupational therapists, and counselors.
- must be able to work with parents.
- must be emotionally stable, patient, and willing to measure success by small gains.

## Aides

"The School Aide is a school employee who is qualified by education, experience, and character to relieve one or more teachers of time-consuming, noninstructional tasks so that teachers may devote more time to instruction." (Guidelines for School Aides, State Board of Education. See Appendix)

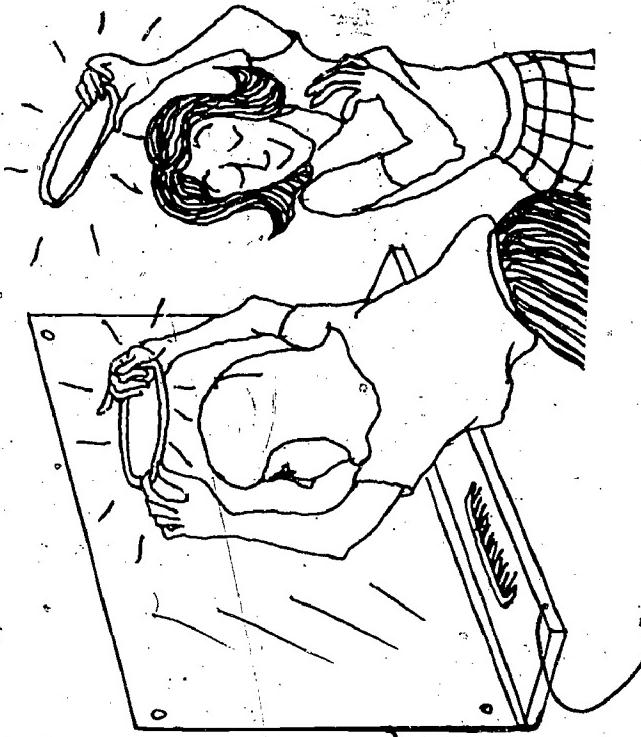
The qualifications listed in the Guidelines are as follows:

- high school diploma or equivalency
- health certificate
- knowledge of duties to which assigned
- good command of the English language
- attendance at School Aide Workshop
- demonstration of highest ethical and moral standards
- School Aide Permit issued by Division of Certification, State Department of Education

Aides should be:

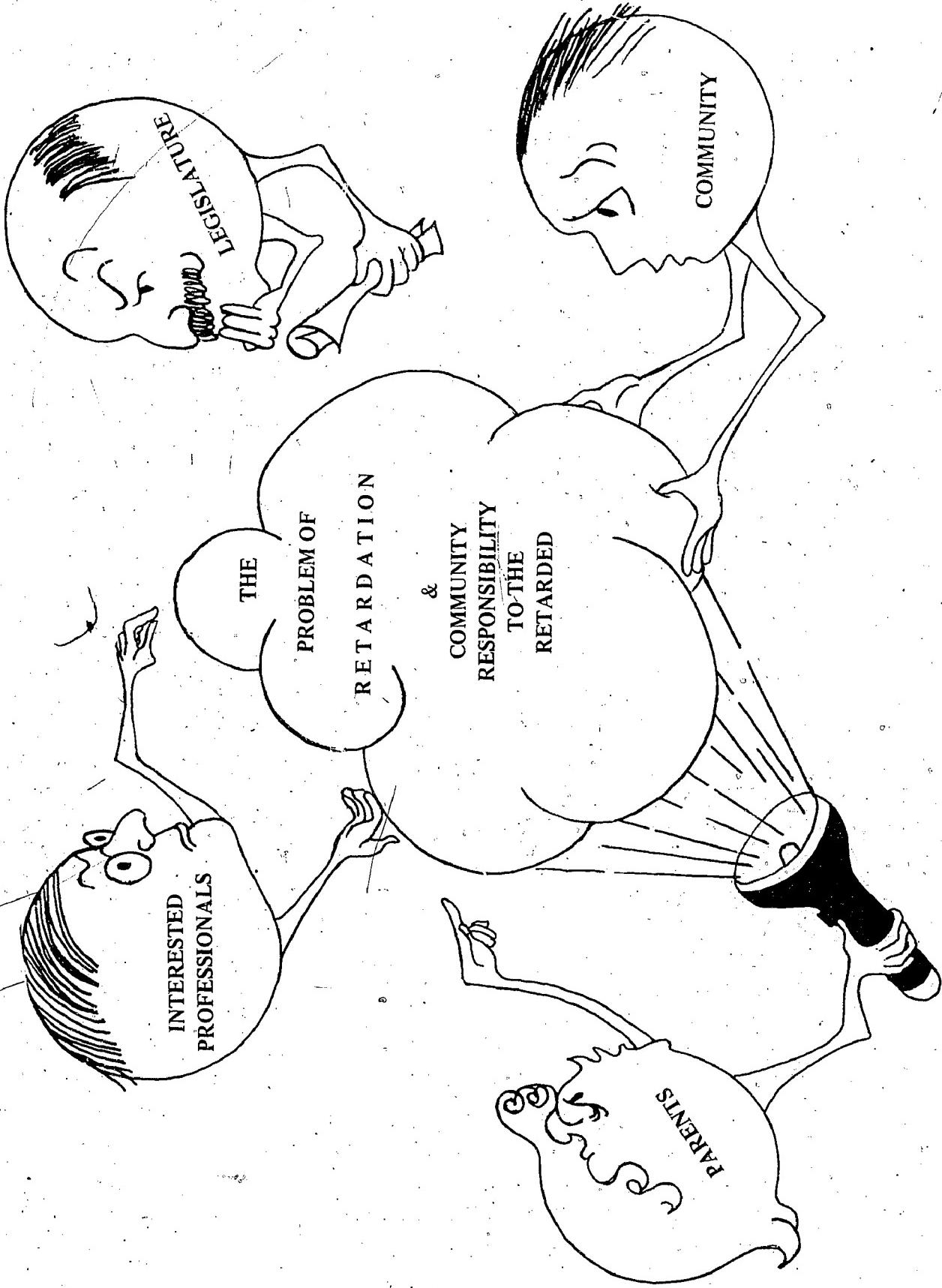
- able to work with children.
- of an accepting and pleasant disposition.
- emotionally stable.
- able to retain a belief in the need for training of TMH children.
- willing to work with, and interested in learning from, the teacher or any other professional working with the children.

Aide should be able to shine and adjust teacher's halo as well as her own.

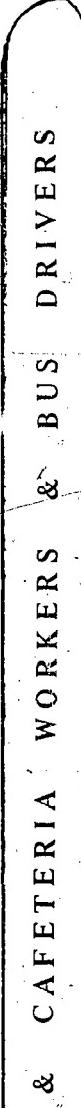
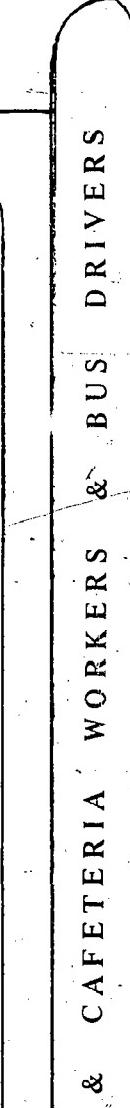
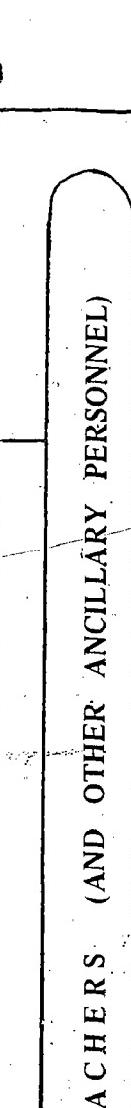
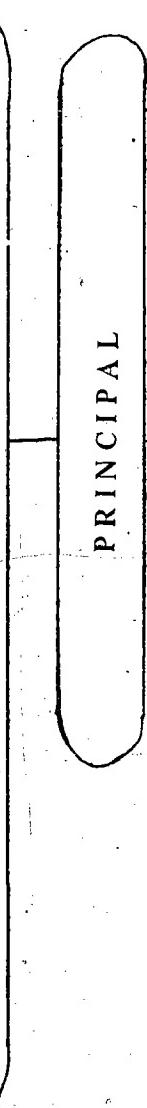
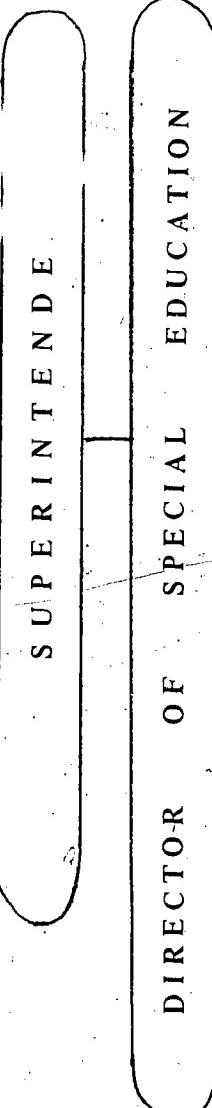
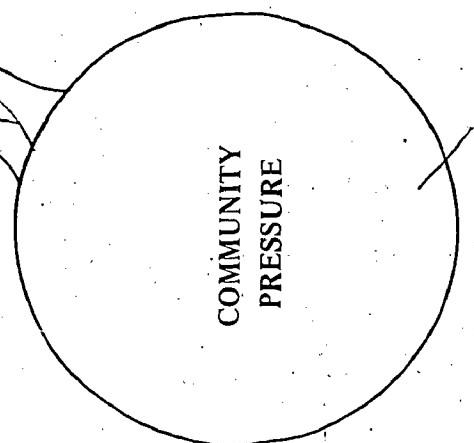
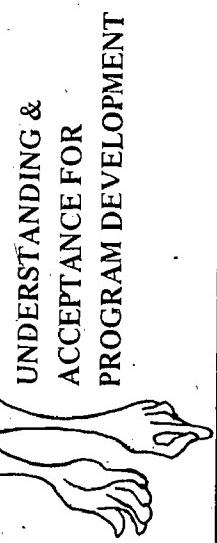
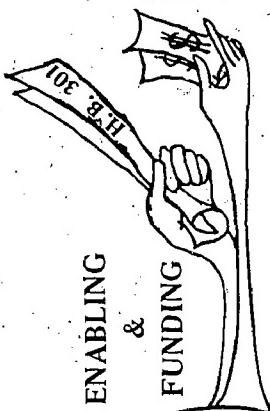
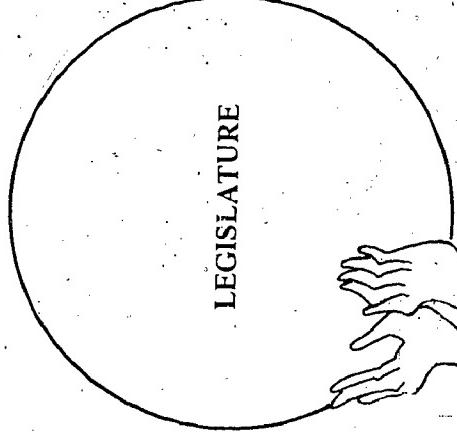
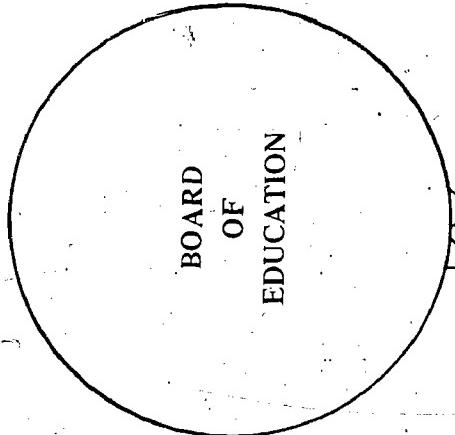


# THE COMMUNITY MUST UNDERSTAND MENTAL RETARDATION

- 12 -



AND ACCEPT ITS RESPONSIBILITIES TO THE RETARDED



#### Responsibilities of the Director of Special Education

"A director of special education is one who directs, guides, and integrates a well-organized and highly-complex program of special education."<sup>1</sup> In line with this definition, a director of Special Education would have the responsibility to:

- establish a complete program of differential diagnosis for placement of exceptional children. This would be set up with the help of all appropriate professional staff.
- guide and assist supervisors in carrying out a constructive program of growth and adjustment for all exceptional children and youth.
- organize an integrated program of Special Education and see that it is put into action.
- be a community leader who is willing and able to interpret the problems and needs of exceptional children to various groups and enlist their support in community education and acceptance.
- be aware of and be cooperative with the community agencies, organizations, and institutions which may help with the development of programs for exceptional children.
- have an understanding of the objectives of general education so he can cooperate in school planning for effective Special Education programs on all three levels.
- cooperate with school principals in developing a better understanding of exceptional children and their needs through in-service training or workshops.
- encourage local school systems to include programs of Special Education orientation in all schools in order to develop understanding and acceptance of exceptional children.
- keep the Special Education staff aware of the current trends in areas of Special Education through in-service programs, professional books, and current journals.
- be aware of all sources of monies available for establishing special classes and to be ready and willing to set up these classes as soon as such money becomes available.
- be willing to cooperate with all parent groups concerned with exceptional children.

<sup>1</sup> Romaine P. Mackie and Anna M. Engel, Washington, D. C.: U.S. Department of Health, Education & Welfare, 1960, Directors & Supervisors of Special Education in Local School Systems, p. 19.

...OR IS IT, INTEGRATED LIKE THIS!

## SCHOOL

### TEACHING PERSONNEL:

REGULAR CLASSROOM

SPECIAL EDUCATION

HOME ECONOMICS  
PHYSICAL EDUCATION

MUSIC

ARTS & CRAFTS  
LIBRARIAN  
SHOP

### ANCILLARY PROFESSIONAL PERSONNEL:

NURSE

PSYCHOLOGIST  
SPEECH THERAPIST

COUNSELOR  
CONSULTANT  
AIDES

### NON-TEACHING PERS. N'EL:

SECRETARY  
CUSTODIAN  
BUS DRIVER  
CAFETERIA WORKERS

THE DIRECTOR OF SPECIAL EDUCATION MUST WORK CLOSELY WITH THE SCHOOL PRINCIPAL TO MAKE SPECIAL EDUCATION AN INTEGRAL PART OF THE SCHOOL PROGRAM.

## SCHOOL

TEACHING PERSONNEL:  
REGULAR CLASSROOM

HOME ECONOMICS  
MUSIC  
PHYSICAL EDUCATION  
ARTS & CRAFTS  
LIBRARIAN  
SHOP

ANCILLARY  
PROFESSIONAL  
PERSONNEL:

NURSE  
PSYCHOLOGIST  
SPEECH THERAPIST  
COUNSELOR  
CONSULTANT  
AIDES

NON-TEACHING  
PERSONNEL:

SECRETARY  
CUSTODIAN  
BUS DRIVER  
CAFETERIA WORKERS

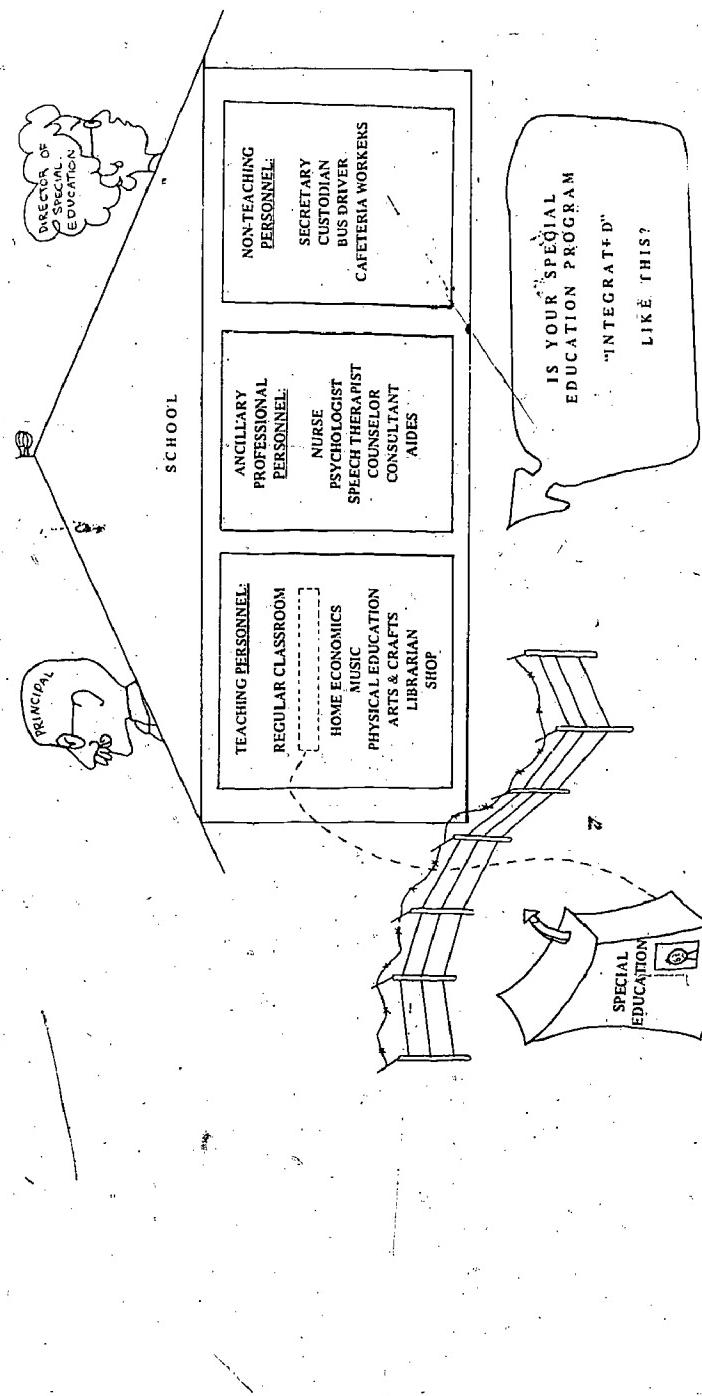
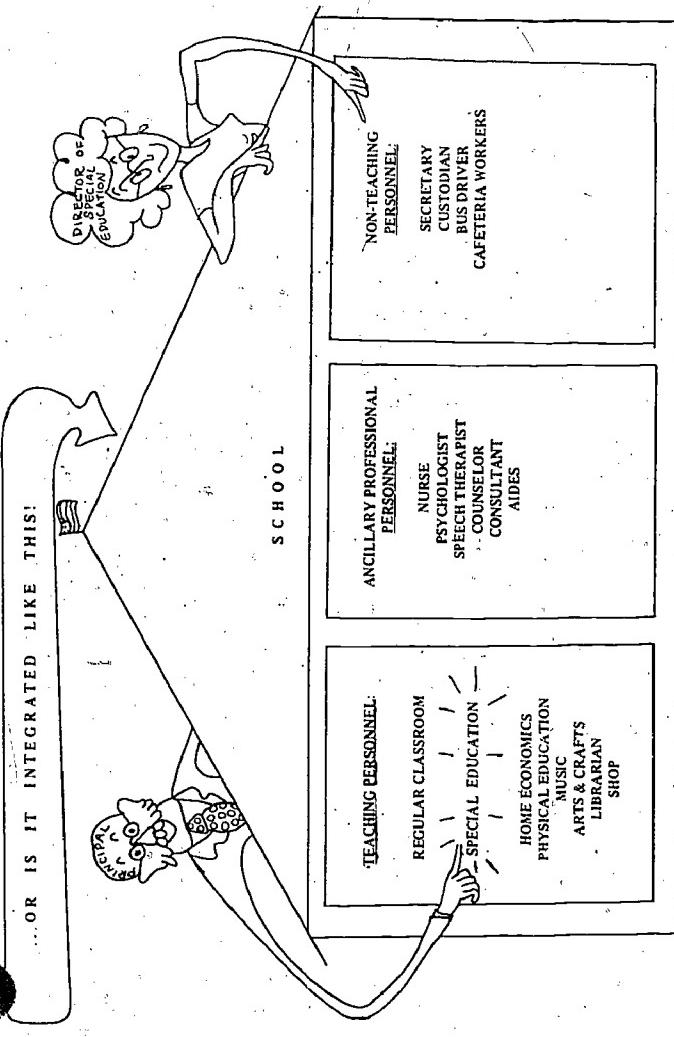
IS YOUR SPECIAL  
EDUCATION PROGRAM

"INTEGRATED"

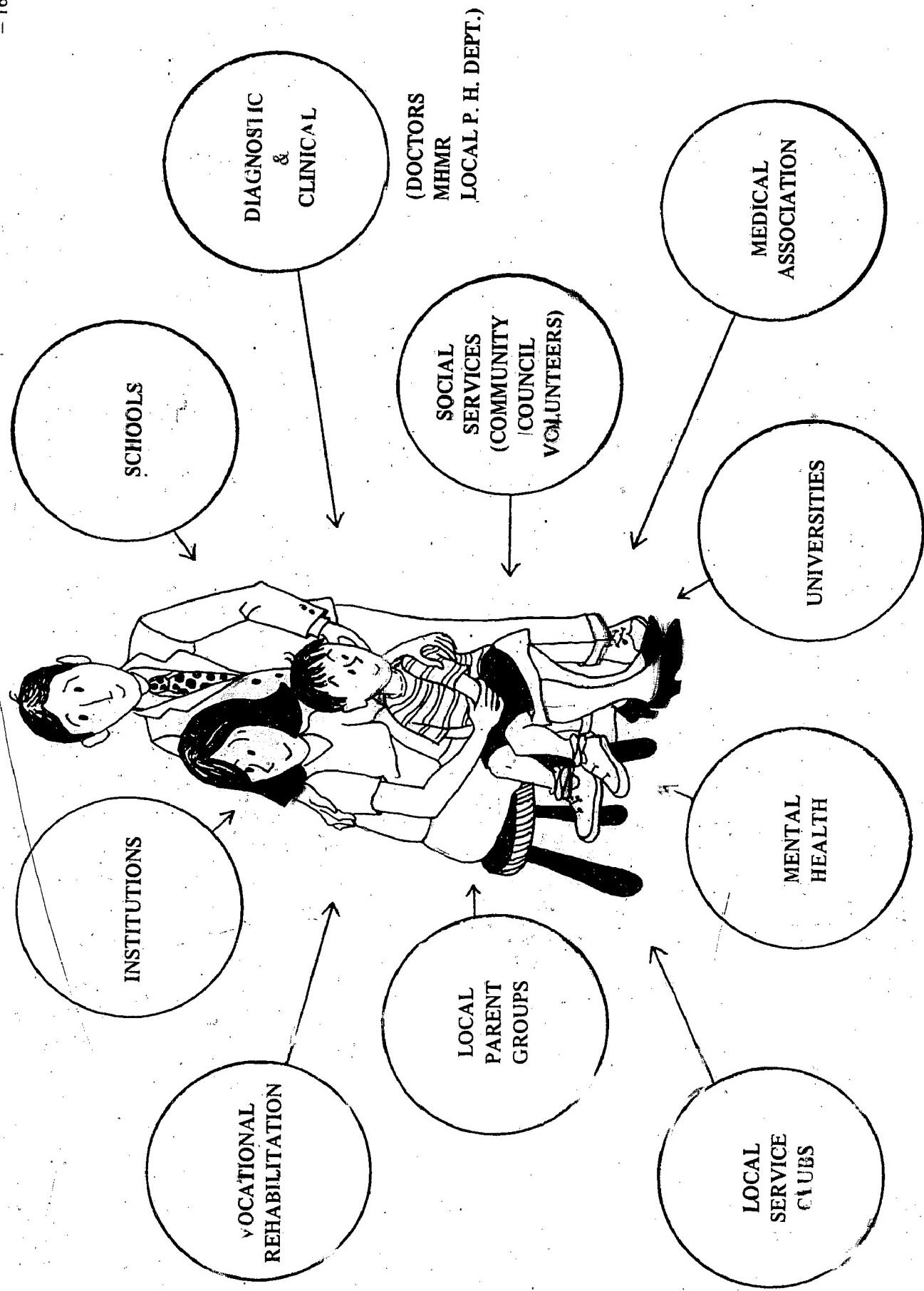
LIKE THIS?

**INTEGRATING SPECIAL EDUCATION INTO THE REGULAR  
CLASSROOM**

...OR IS IT INTEGRATED LIKE THIS!



# COMMUNITY AGENCIES INVOLVED



## Review and Evaluation of Program

For an adequate appraisal of the program for the trainable mentally handicapped, the following suggestions are made:

- set up a program rating scale or behavioral checklist to see that curriculum and general program are being carried out as legislated.
- hire a Special Education consultant who is familiar with trainable programs to help in evaluation as requested. He may be from out of state.
- solicit parent evaluations of the program. Are children receiving the help they need? Are parents receiving the help they need?
- set up a TMH committee made up of school personnel and other community specialists interested in developing a comprehensive program.
- keep an account of the number of graduates who are participating in a planned community program. How many are at home? How many have not been able to attend any program?

## Recreational Planning

Recreational planning for exceptional children, as for all children, should involve the total community. Among the groups that might be expected to cooperate in developing recreational programs for the trainable mentally handicapped are:

parent groups — state and local volunteer organizations such as:

Boy Scouts  
Girl Scouts  
Campfire Girls  
YMCA  
YMCA

community service organizations such as:

Junior League  
Assistance League  
Civitan  
Elks

churches, state and local welfare agencies (HEW)

More than most children, TMH children need practice in order to develop skill at games and related activities. Along with the regular school, home, and vocational programs, opportunities should be provided for the children and adults to participate in recreational programs.

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# GROUPS THAT MIGHT COOPERATE IN DEVELOPING LEISURE TIME PROGRAMS FOR THE TRAINABLE MENTALLY RETARDED ARE:



RELIGIOUS  
ORGANIZATIONS

STATE &  
LOCAL  
WELFARE  
AGENCIES

COMMUNITY SERVICE  
ORGANIZATIONS  
SUCH AS:  
JUNIOR LEAGUE  
ASSISTANCE LEAGUE  
CIVITAN  
ELKS

PARENT  
GROUPS

STATE & LOCAL  
VOLUNTEER  
ORGANIZATIONS  
SUCH AS:  
BOY SCOUTS  
GIRL SCOUTS  
CAMPFIRE GIRLS  
YMCA  
YWCA

While a controversy still exists over the responsibility for such programs, community planning agencies are beginning to coordinate efforts to offer the most effective and comprehensive recreation program. A good recreation program for the TMH should provide opportunities for:

- creative and constructive use of leisure time.
- development of motor skills.
- continued social development.
- development of vocational preparatory skills.

#### Community Responsibility for Post-School Planning

##### A. Sheltered Workshops and Activity Centers:

A sheltered workshop is a nonprofit organization set up to provide remunerative employment for severely-handicapped individuals who are unable to participate in competitive employment. To be successful, it must be part of a community effort to provide gainful employment in a sheltered environment. Ideally, it would be combined with an activity center for the use of workers during leisure or "slack" time; and for use of those severely-handicapped persons living at home who are unable to participate in gainful employment, but who need an opportunity to participate in recreational activities.

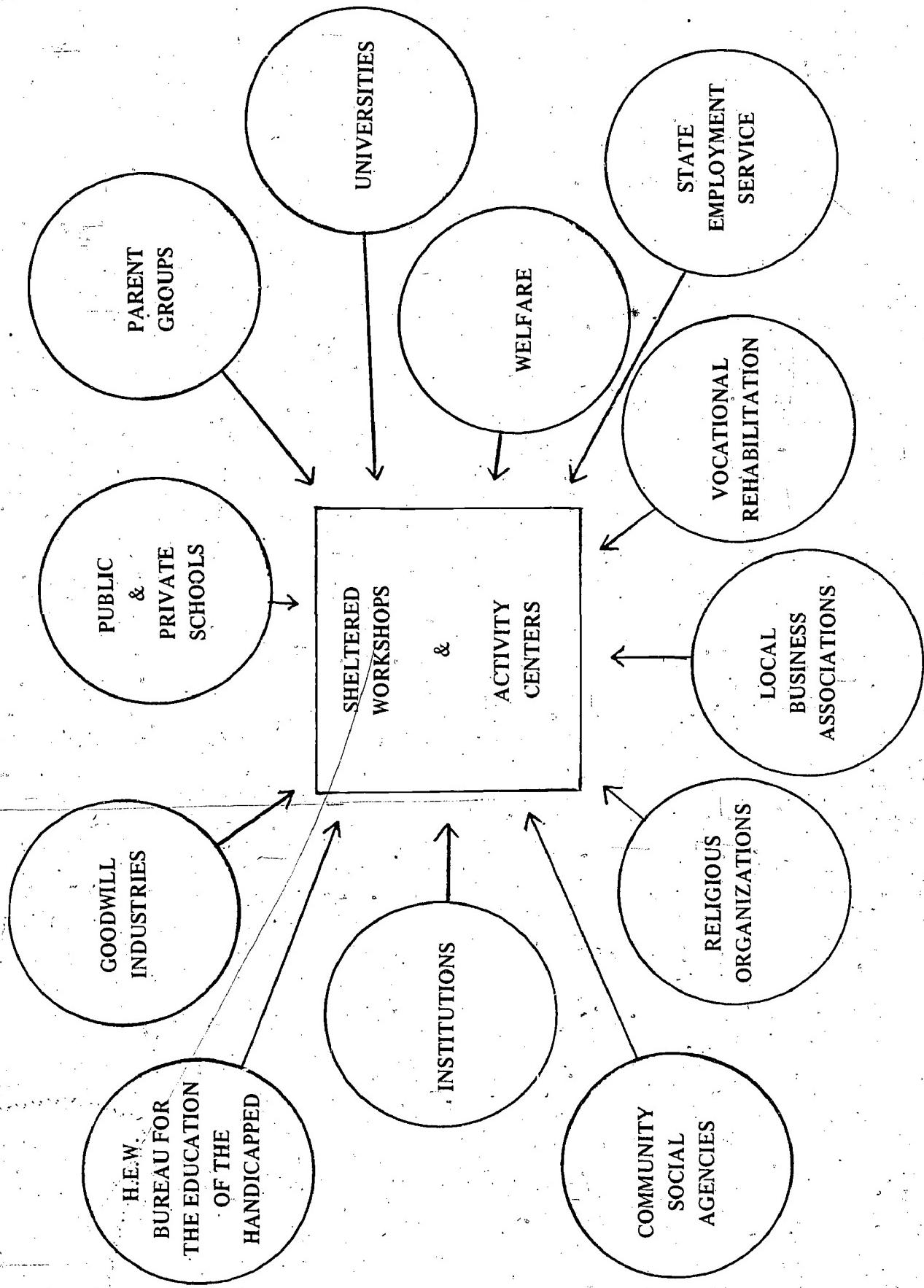
The cooperation of many community agencies is needed in the successful development of a sheltered workshop and activity center for handicapped persons.

It has been shown that with ingenuity, perseverance, and strong motivation, communities of 20,000 population and up can successfully develop a sheltered workshop and activity center for handicapped persons (TMH and others). Such a center would be for adults too handicapped to work in competitive employment but able to do contract work under supervision, and able to benefit from an activity program. These adults would continue to live at home or in boarding homes operated jointly by the community and the state training school.

##### B. Institutions and Boarding Homes

Many retarded children must be placed in institutions because the family situation is such that the children are unable to remain at home. In such cases, early home and/or school training helps the child make the adjustment to the situation. The institution should continue the training program for the TMH. If skills are developed, placement in a boarding home operated in conjunction with the sheltered workshop and activity center may result. The TMH adult would probably live out his life in the boarding home under supervised conditions. He would participate in the workshop and activity center to the extent of his ability. Some TMH will, of course, remain institutionalized.

# ALL THESE AGENCIES WORK TO FORM SHELTERED WORKSHOPS & ACTIVITY CENTERS.



## PRELIMINARY STATEMENT TO CURRICULUM SECTION OF GUIDE

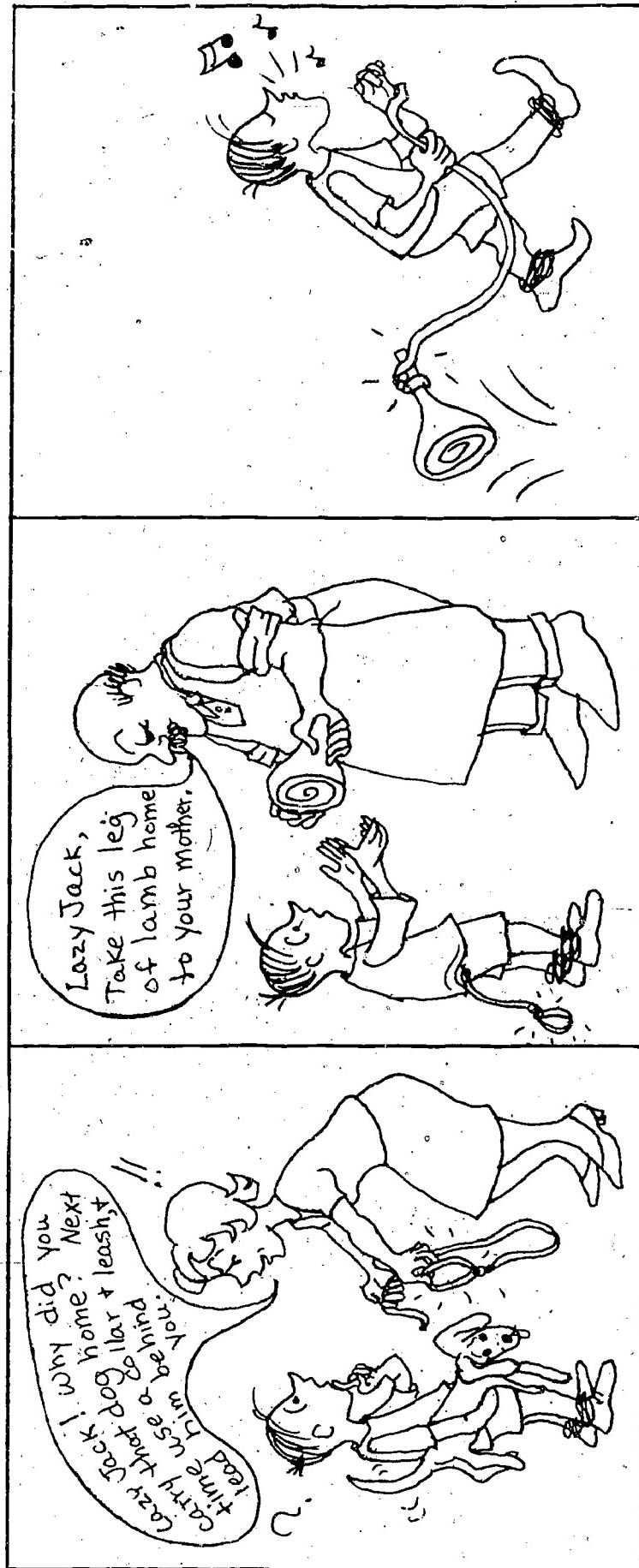
The teacher of the Trainable Mentally Handicapped should be familiar with all methods, new and old, which have been shown to be useful in developing learnings. These methods include:

- Diagnostic and Clinical Teaching <sup>1,2</sup>
- Life Experience — Persistent Problems Approach <sup>3</sup>
- Contingency Management <sup>4</sup>
- Developmental Approach <sup>5,6</sup>
- Perceptual Motor Training including Auditory and Visual Skills <sup>7,8</sup>
- Responsive Environment <sup>9</sup>
- Programmed Learning — Auto Education <sup>10</sup>
- Limitations on Stimulation, Space, etc., in Environment <sup>11</sup>
- Problem Solving <sup>12,13</sup>

All teachers should be familiar with behavioral theory, neurological theory, and attention theory, and should keep abreast of new developments in the field of teaching exceptional children. <sup>14</sup>

- 1. Myklebust, Helmer Learning Disabilities: Educational Principles and Practices (New York: Grune & Stratton, 1967)
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- 4. Homme, Lloyd How to Use Contingency Management in the Classroom (Champaign, Illinois: Research Press, 1969)
- 5. Iglesias, Frances L., Ames, Louise Bates School Readiness: Behavior Tests Used at the Gesell Institute (New York: Harper & Row, 1964)
- 6. Doll, Edgar Measurement of Social Competence (Minneapolis: Educational Publishers, 1953)
- 7. Cratty, Bryant J. Development Sequences of Perceptual Motor Tasks (New York: Educational Activities, Inc., 1967)
- 8. Kephart, Newell C. The Slow Learner in the Classroom (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960)
- 9. Moore, O. K. "Autotelic Responsive Environments and Exceptional Children" The Special Child in Century 21, Special Child Publications: (Seattle, 1964)
- 10. Montessori, Maria The Montessori Method (New York: Schocken Books, Inc., 1964)
- 11. Strauss, Alfred A. & Lehtinen, Laura E. Psychopathology and Education of Brain Injured Children (New York: Grune & Stratton, 1947)
- 12. Mosston, Muska Teaching Physical Education From Command to Discovery (Columbus, Ohio: Charles E. Merrill Books, Inc., 1966)
- 13. Brunner, Jerome S. The Process of Education (New York: Vintage Books, 1963)
- 14. "Educational Resource Information Center" published by U.S. Department of Health, Education and Welfare (Washington: U. S. Government Printing Office)

The Persistent Problems Approach to the education of TMH children is one which helps the child meet and solve the kinds of problem situations he will encounter throughout his lifetime. The TMH child needs more opportunity to practice and to overlearn than does his more quick-witted peer. The nursery story of Lazy Jack<sup>1</sup> depicts the problem of the child who would profit from a program based on the Persistent Problems Approach. Lazy Jack shown in the accompanying cartoon needed more practice in problem-solving. Educators sometimes place the TMH child in this position, expecting him to learn from one experience, when in truth he needs a variety of experiences with similar problems before he can arrive at a solution himself. Of course, there are many problems which the TMH child will not be able to solve without help. Research has shown, however, that the TMH child can develop problem-solving learning sets with repeated practice.<sup>2</sup>



<sup>1</sup> "Lazy Jack," in Story and Verse for Children selected and edited by Miriam Bloomton Huber, (New York: The Macmillan Co., 1955), pp. 247-248.

<sup>2</sup> Smith, Robert Clinical Teaching: Methods of Instruction for the Retarded, (New York: McGraw-Hill, 1968), p. 45.

Learning how to learn is a goal the teacher must set for these children. From primary through vocational levels, the teacher must consciously set up problem situations in all skill areas so that problem-solving skills may be developed. It is harder for the TMH to unlearn bad habits than for the normal child; so, it is important that learnings be established early and continued throughout the school program. Muska Mosston has said that true education can occur only where the child is presented with alternatives and must deal with them.<sup>1</sup> Other educators have expressed similar views. The authors agree and believe that this is as true for TMH as for normal children.

To use this problem-solving approach, the teacher must know on what skills each child in her class needs to practice and on what level he or she is working. There are several ways for the teacher to discover what experiences each child has had, what gaps need to be filled, and where to begin the school program. Essentially, the teacher must employ the techniques of Diagnostic or Clinical Teaching to complement the Persistent Problems Approach. Home visits during which the Cain-Levine or Vineland Scales are filled out with the parent as informant are helpful. Teacher-developed diagnostic tests, one of the several perceptual-motor development tests (see Cratty in Appendix), and other devices may be used to help diagnose each child's learning level and learning problems. Consultation with other professionals, careful reading of medical reports and reading of all available information about the child, help the teacher lay a firm foundation for the curriculum.

Curriculum must include the development of cognitive, affective and motoric (or psychomotor) skills. It must be developmental, sequential, and measurable.

To be effective, teachers must find out as much about the child's developmental level as possible. This can be done by observing the child, talking with him (using such tools as the Life Experience Interview adapted to TMH)<sup>2</sup>, the Vineland Social Maturity Scale<sup>3</sup>, or the Cain-Levine Social Competency Scale<sup>4</sup>, talking to parents, talking with other professionals, reviewing reports, and requesting medical and other evaluations when necessary.

The sequencing of activities relates directly to the information which the teacher has about the child. She takes the student where he is and plans careful, sequenced steps for him to follow.

Teachers can use published rating scales or develop their own evaluation forms if they wish to show that their techniques are effective with their pupils.

<sup>1</sup> Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (New York: Educational Activities, Inc., 1967) p. 17.

<sup>2</sup> Bradford, Q.P. Cit. p. 32 ff

<sup>3</sup> Doll, Op. Cit. p. 75 ff

<sup>4</sup>Cain, Leo F., Levine, Samuel, and Elzey, Freeman F., Cain-Levine Social Competency Scale, Consulting Psychologists Press: (Palo Alto, 1963)

The TMH Performance Profile<sup>1</sup> is one way to do this; the Cain-Levine Scale (see Bibliography) and the Vineland Social Maturity Scale are others. A teacher may take her behavioral objectives by skill area and develop rating scales on which she can measure each child on each objective on a one to five scale, one being minimal performance and five optimal performance. She should have a clear idea of the kind of performance she expects on each level of the scale. Each time she rates a child, she should do it without checking the child's previous performance, so that she will not be influenced by the previous record. Progress, or lack of it, can be documented at the end of the year by comparing ratings at first and last of the school year. If no progress is indicated during interim ratings, the teacher may wish to change her method of approach or go back to previous steps to help the child achieve.

An example of this type of rating scale for Primary Self-Help Dressing is illustrated below:

Name:	Birthdate:			School Year:
Desired Behavior	September	December	March	May
remove outer garment				
hang clothes in proper place				
find own garment				
help teacher with dressing				
put on cap or scarf				
remove and put on socks				

#### Rating Scale 1-5

1. indicate child only completes behavior when reminded and with help
2. child completes behavior without reminding, but with help
3. child completes behavior without help sometimes
4. child completes behavior most of the time
5. child able to complete behavior all the time

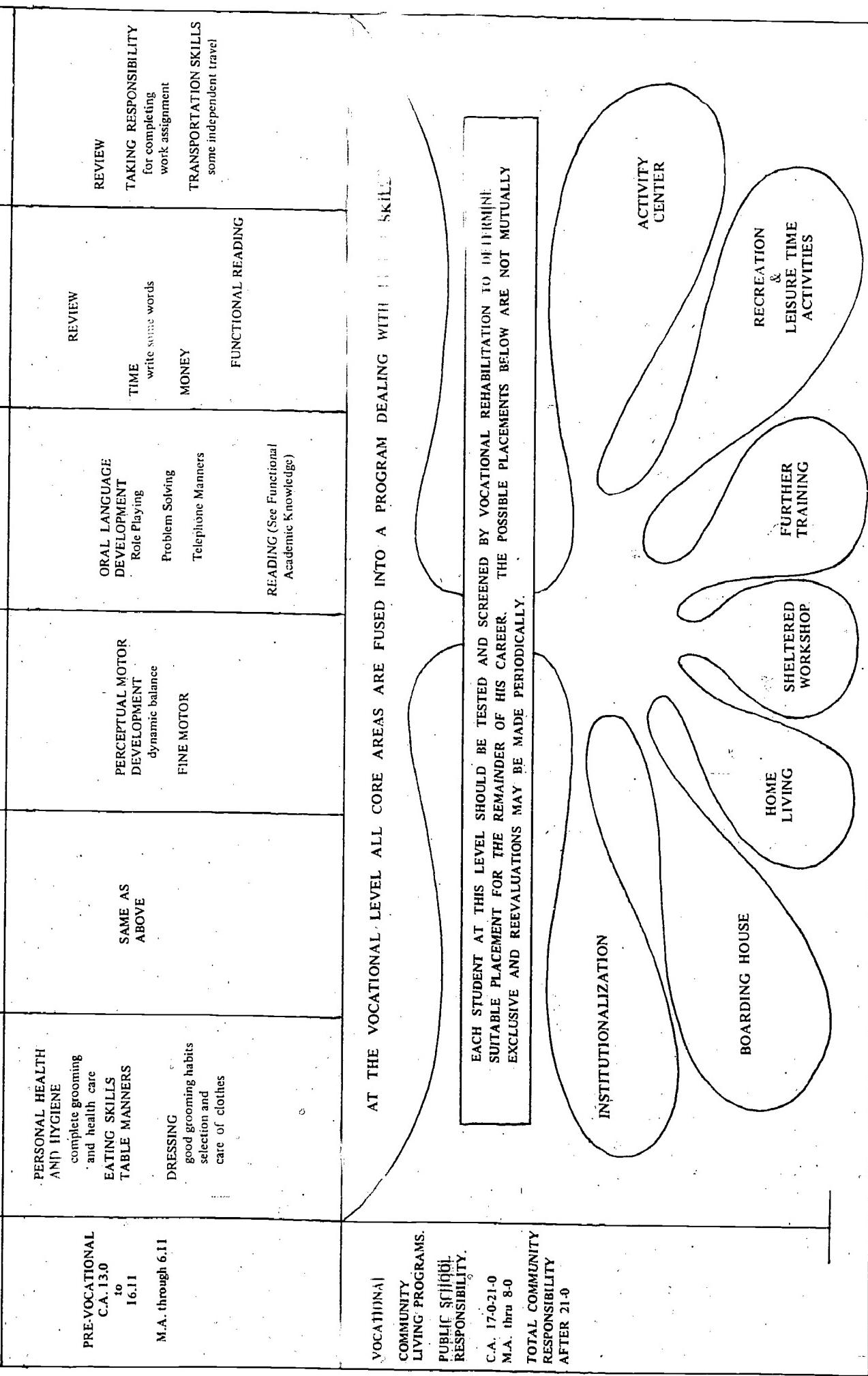
<sup>1</sup> DiNola, Alfred J., Kaminsky, Bernard P., and Sternfeld, Allan E., T.M.R. Performance Profile for the Severely and Moderately Retarded, Reporting Service for Exceptional Children: (New Jersey, 1963)

It is the opinion of the authors that a Special Education program is only as good as its service to parents. Home-school communication and cooperation is of vital importance in all learning areas. Letters outlining desired learnings should be sent at the beginning of each new unit with suggestions as to how parents can implement learnings. (See example in Appendix.) Parents should understand that the need for accomplishment and a feeling of success are as important to the TMH as to the normal child. Verbal explanations of desired learnings, made by the teacher at short parents' meetings, help parents understand the program and relieve pressures at home. The strains may be present because the child does not have an opportunity to meet his needs and assist others in the home. Little progress can be expected if there is no carry-over from school to home. Make your activities so interesting that the child will go home talking about them and the parents will want to come to school to learn more about them.

Because of the unique quality of the TMH program, it often needs to be explained to other school personnel and the Special Education teacher is in the best position to do this. (See one explanation to regular classes in Appendix.) The school population is vitally interested in the "hows and whys" of mental retardation. A few answers to simple questions and an opportunity to see and know TMH youngsters can do much to bring about a better understanding within each individual school. It is only when school children realize that the TMH child is more like than different from them, that they will carry some understanding and knowledge of mental retardation to their parents for the beginning of better community understanding and acceptance.

PERSISTENT LIFE PROBLEMS SCOPE AND SEQUENCE CHART  
A LIFETIME PROGRAM LEADING TO MAXIMUM INDEPENDANCE AND ECONOMIC USEFULNESS

	SELF-HELP	SOCIAL COMPETENCY	PERCEPTUAL MOTOR	COMMUNICATION	FUNCTIONAL ACADEMIC KNOWLEDGE	ECONOMIC USEFULNESS
PRE-SCHOOL PLANNING			THERAPY	HOME TRAINING		
DIAGNOSIS				PRE-SCHOOL PROGRAMS		
PARENT-COUNSELING					RECEPTIVE AND EXPRESSIVE LANGUAGE	FOLLOWING DIRECTIONS at school and at home
PRIMARY C.A. 5.0 to 8.11	PERSONAL HEALTH AND HYGIENE Toilet Teeth Cleanliness Rest Grooming Feeding Dressing	GROUP RELATIONS *Taking directions *Awareness of self in relation to others *Getting along in home, school, neighborhood, community SAFETY-home, school, neighborhood, community MANNERS-home, school, neighborhood, community USE OF LEISURE TIME play, art, music, hobbies	SENSOR-MOTOR TRAINING PERCEPTUAL MOTOR TRAINING *STATIC BALANCE BODY IMAGE Locomotion Rhythm SPATIAL RELATIONS GROSS MOTOR	GESTURE IMITATION LISTENING SPEAKING	Vocabulary Development Naming Following Commands Action Words Safety Attention DISCRIMINATION Auditory Visual Tactile NUMBER CONCEPTS VISUAL SEQUENCING VISUAL MEMORY	ESTABLISHING SCHOOL ROUTINE PROBLEM SOLVING
INTERMEDIATE C.A. 9.0 to 12.11	SAME AS PRIMARY		PERCEPTUAL MOTOR TRAINING	RECEPTIVE AND EXPRESSIVE LANGUAGE	AUDITORY SEQUENCING AUDITORY DEVELOPMENT for learning for social skills	DEVELOPING WORK HABITS DEVELOPING ABILITY TO WORK WITH OTHERS ATTENTION SKILLS PROBLEM SOLVING
M.A. 3.7 to 5.11	SAME AS ABOVE				AUDITORY SEQUENCING AUDITORY SEQUENTIAL MEMORY SOCIAL STUDIES AND SCIENCE	





SELF-HELP SKILLS

## **SELF-HELP SKILLS**

The Self-Help Skill Area represents all the competencies which a TMH can acquire to help himself to live a happier and more productive life. Educational research has shown that TMH youngsters do not learn through incidental learnings, but must have special training for the development of each skill. These children have usually had very few experiences with peer groups and may have been isolated much of their lives. Too often family members have done all things for them because it was easier than to take the time and effort to teach the children to do things for themselves.

To make the child aware that he is an unique individual, the classroom should be happy and informal, yet structured to meet the needs of the individual students. The need for accomplishment and success is just as great for the TMH as for the normal person; and the absence of activities to satisfy these needs often accounts for many disciplinary problems or lack of student participation in classroom projects. Even the most withdrawn student will participate in some activities when developed on his interest, understanding, and ability levels.

When a child learns to do simple things for himself, he acquires a feeling of accomplishment and becomes a happier individual. Once he has learned to take care of some of his personal needs, it is easier to guide him into play and work activities with a group. As his confidence increases, he will learn to cooperate, share with others, and accept responsibility. When he accepts his role as a member of the group, it is not unusual to see him helping another member who has not mastered all the self-help skills.

The area of self-help may be the one in which the parents receive the most assistance from the school. Frequent home-school communication enlisting parental cooperation is necessary if the child is to develop personal competencies necessary for happier daily living at home and school. Invite the parents to school to observe the routines taught in the establishment of self-help skills. Parents are usually very interested in these routines, but have been reluctant to teach them at home because they did not know where to begin. A list of desired learnings sent home when a new skill is introduced will indicate to parents that you are aware of their interest and appreciate their cooperation. (For example see Appendix.) Remind the parents that a self-help routine at school is of little value if it is not practiced each day in the home and community. If the teacher can gain the complete confidence and cooperation of the parents, she can often help eliminate an unpleasant home atmosphere, relieve pressures and strains on all family members, and develop a much happier and more useful TMH individual.

**Skill Area — Self-Help  
Level — Primary**

C. A. 5.0-8.11  
M. A. 2.0-3.11

**Behavioral Objectives**

**Personal Health and Hygiene**

**Activities**

The child will be able to:  
help make his own Grooming Box.

Help each child make a personal Grooming Box from a cigar box or other small box. Paste a small mirror in the top of each box. Decorate the outside of the box with wallpaper, construction paper, or tempera paint. Put the following articles in the box: lotion, comb, toothbrush, toothpaste, nail file. Put the child's name on his box. (The teacher should also make a Good Grooming Box for demonstrations. Never ask the students to do anything the teacher is not willing to do.)

**Vocabulary Development for Oral Language:**

learn the names of the articles in  
his box.

comb                      grooming box                      mirror  
lotion                      toothbrush                      soap  
                            toothpaste                      nail file

Hold up each article in Grooming Box. Demonstrate its use. Pupils imitate teacher's demonstration.

**Guessing Game:** Describe one of the objects in Grooming Box. Example: "You brush your teeth with it." Let the students guess which object the teacher is describing. As the student's vocabulary increases, let him describe one object.

Match pictures with articles in Grooming Box.

Articles in Grooming Box.  
Pictures of each article in Grooming Box.

Note: Campfire Girls and Girl Scouts will  
help you find pictures.

Place object from Grooming Box in paper bag. Let each student feel the object and guess what it is.

Paper bag  
Article from Grooming Box.

**Instructional Aids and Materials**

Note: Teacher writes a "Dear Parents" letter explaining the grooming program and enlists their cooperation in providing needed articles for Grooming Box.

Cigar box or other small, sturdy box  
Construction paper  
Wall paper  
Tempera paints  
Small plastic bottle for lotion (pill bottles are very good)  
Small mirror, comb, nail file, lotion, toothbrush, toothpaste, soap (if not available in restrooms)

**Good Grooming Box**

Articles found in box  
Pictures of articles

**Good Grooming Box**

Articles in Grooming Box.  
Pictures of each article in Grooming Box.

Note: Campfire Girls and Girl Scouts will  
help you find pictures.

Paper bag  
Article from Grooming Box.

## Behavioral Objectives

### Activities

Make a Good Grooming Book showing pictures of the objects in Grooming Box. Paste the pictures on plain paper (cut to size of sheets wanted). Cover with brown or white butcher paper. Staple cover on book or make holes along one edge with paper punch. Let each child lace holes with colored yarn. Make a design on cover of book.

Magazines  
Supply of pictures for students unable to find their own  
Plain paper, ~~butcher paper~~, <sup>construction paper</sup>, colored yarn, yarn needle, paints or crayolas

### find his own Grooming Box

Have a special place to keep Good Grooming Box. Practice finding Grooming Box as a group. Say, "Find your Grooming Box and come back to your table." Give individual instruction for finding Grooming Box. Say, "John, find your Grooming Box."

### use the articles in his Grooming Box when reminded

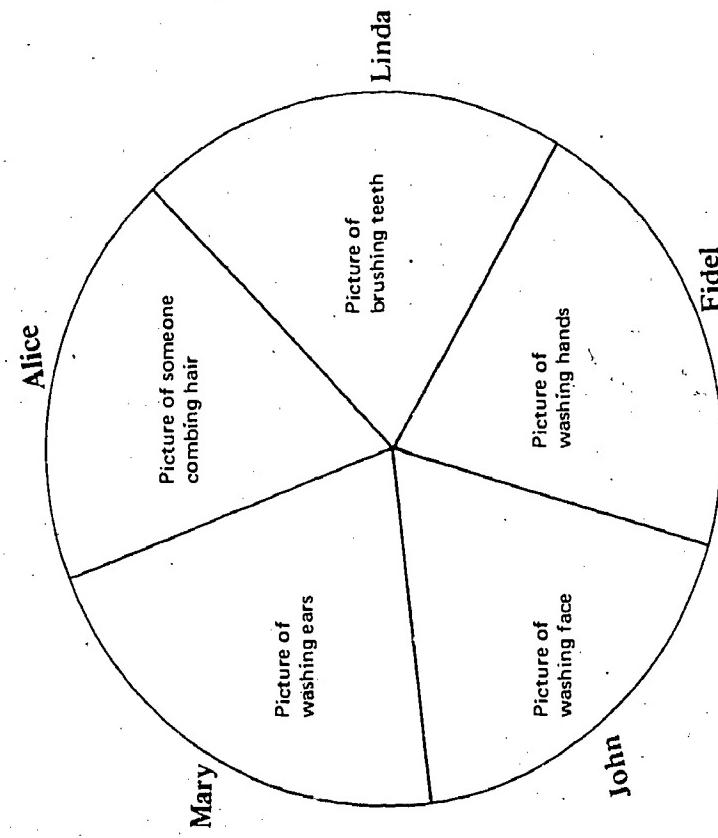
Have a designated time for use of Grooming Box every day.  
Make a Paper Chart for checking teeth, hair, hands, face, and ears. Let each helper check the students.

## Instructional Aids and Materials

### Grooming Boxes

Shelf or cabinet for Grooming Boxes

(See attached chart)



### Behavioral Objectives

### Activities

Have a Good Grooming Chart. Let each student find his own name and put a star by the activity he performed before coming to school.  
(See attached chart)

- Note: Have pictures at the top of each column like those on Helper Chart.
- Restroom  
Grooming Box

Go to the restroom for grooming period. If you have a room restroom, go in groups of two or three. If not, divide group into boys and girls. Enlist the help of the principal, coach, secretary, aide, custodian or older students in the school.

Give a demonstration on brushing teeth. Sing "This is the Way We Brush Our Teeth". Pupils take toothbrush and toothpaste from Grooming Box and brush teeth, watching themselves in restroom mirror or small mirror in top of Grooming Box. Put away toothbrush and toothpaste and get comb.

Demonstrate combing hair and sing "This is the Way We Comb our Hair." (Teacher may comb own hair or doll's hair) Pupils comb hair watching themselves in restroom mirror or small mirror in top of Grooming Box.

Put away comb and get soap from Grooming Box if there is no soap in restroom. Demonstrate washing hands, face and ears using doll. Sing "This is the Way We Wash Our Hands, etc."

Students wash hands, face and ears watching themselves in restroom mirror or small mirror in top of Grooming Box.

Tune: "Here We Go Round the Mulberry Bush"

Articles from Grooming Box

Doll with real hair  
Restroom mirror  
Comb

Soap  
Doll

Name	Brush Teeth	Comb Hair	Wash Face	Wash Hands	Wash Ears
Mary					
Pedro					
Anabelle					
Joseph					
Thomas					
Anna					

## Behavioral Objectives

### Activities

Demonstrate drying face, ears, and hands with paper towel. Sing "This is the Way We Dry Our Face, etc."  
Put away soap and get lotion.  
Demonstrate use of lotion. Sing "This is the Way We Rub in Lotion."  
Students rub in lotion. Return lotion to Grooming Box. Return to room and sit at table.

Take all articles from Grooming Box and place them on table. Call out name of one article and ask child to hold it up. Then instruct student to put article in his Grooming Box. (This check will make sure that all articles are returned to box.) Close Good Grooming Box.

put away his box when grooming time is over

Put away boxes in an orderly fashion. Check to see that the boxes were replaced in proper place.  
Later on, appoint a leader to see that the boxes are put in proper place.  
Variation: Play "Follow the Leader" for putting away boxes.

### Toilet

The child will be able to:

use proper names for restroom facilities

toilet  
toilet paper  
flush  
girls

lavatory  
soap  
paper towel  
boys

waste basket  
soap dispenser  
urinal  
Restroom if available  
Concrete models  
3 piece restroom set made of hardwood \$3.00  
Childcraft Equipment Co.

Take small groups of students to restroom to see actual school restroom. If teacher is a woman, enlist help of principal or coach. If teacher is a man, the school secretary, aide, or nurse will help. Point to each article or fixture in restroom and give its name. Ask students to repeat name.

Take large, life-size doll to restroom to demonstrate the fixtures. As you demonstrate the use of each fixture, repeat its name. Let each student repeat the demonstration with the doll.

Make arrangements with the school principal for older students to take small groups of TMH youngsters to the restroom for practice in naming fixtures and supplies. (Have a short training session for these volunteers so they will understand what they are expected to do and say. This provides an opportunity for better school understanding and acceptance of TMH.)

### Instructional Aids and Materials

Paper towels

Lotion  
Grooming Box

Note: Vaseline is very good for students who have chapped or cracked hands and lips.  
Jar of vaseline for room use

Permanent place for Grooming Boxes

School restrooms  
Principal or coach  
Secretary, aide, or nurse

Large, life-size doll

Older student  
volunteers

### Behavioral Objectives

#### Activities

	<u>Instructional Aids and Materials</u>
use doll houses bathroom furniture for guessing game in room.	Doll house bathroom furniture
Match pictures with real fixtures in bathroom. Name the fixtures.	Pictures to match bathroom fixtures
Match pictures with doll house furniture.	Doll house furniture
Name each fixture matched.	Pictures of fixtures
Demonstrate the correct vocabulary for permission to go to the toilet. Correct child when he uses terms which are not acceptable.	Note: Be sure that an adult accompanies a student to a strange restroom so he will not become frightened
Have a regular routine to follow for restroom procedure. Supervise at all times.	Non-verbal child - see Primary Communication
Daily practice with constant supervision at all times.	Restroom, and an adult to supervise
girl—sit on toilet	Large rubber doll
boy—lift lid and stand or use urinal if available	Real restroom or mock restroom
use toilet paper with help	Creative Playthings has rubberoid doll which stands, sits
flush toilet with help	
rearrange clothing with help	Montessori boards
wash hands after toileting	Large doll; boy's and girl's clothing
	Chart with each child's name, days of the week and place for stars
	Articles needed for matching
	Pictures of fixtures
	Hosiery box for each fixture
<u>Teeth</u>	Concrete objects and pictures of: toothbrush, tooth, toothpaste, nurse, dentist
The child will be able to: use proper vocabulary for brushing teeth	nurse brush rinse

## Behavioral Objectives

## Activities

## Instructional Aids and Materials

**Guessing Game:** Ask, "What has a long handle?" or "What is in a tube?" Place the models or pictures on table before beginning. When a child guesses the correct answer, instruct him to find the model or picture. As vocabulary develops, allow students to ask questions.

**What is Missing?** Place objects or pictures on table in front of students (not more than 3 objects at first). Point to each and let children identify them. Take one away. Guess which one is missing.

Give each student a picture of teeth, toothbrush and toothpaste. Say, "Hold up the toothbrush." Practice in smaller groups if some students are not recognizing the objects.

find own toothbrush

put toothpaste on brush with help

wet toothbrush with help

brush teeth with help

rinse mouth, spit and wipe mouth

rinse toothbrush

shake water from toothbrush  
replace toothbrush  
cap toothpaste with help

Daily practice with constant supervision will be needed for each step.

**Name Card Game:** Make a rack with each child's name on it. Put a nail under each name. Let each student find his own name and hang his brush to dry.

If toothpaste is not available, make your own:  
4 teaspoons baking soda  
1 teaspoon salt  
few drops of essence of peppermint.

Store in baby food jar with child's name on cover.

Models or pictures

Models or pictures

Picture of teeth, toothpaste and toothbrush for each student

**Note:** School nurse can often get individual toothbrushes and toothpaste for Grooming Boxes. If not, your dentist or some toothpaste companies will furnish them.

Dentist or field trip to dentist's office

Restroom or lavatory or washstand in room  
Seek help of physical therapist for spitting, sucking and swallowing procedure when necessary

If restroom or washstand are not available, be sure mother understands procedure for caring for teeth

Rack with child's name  
Nail

Baby food jars with screw-on top  
Measuring spoon  
Baking soda, salt, essence of peppermint,  
felt pen

Behavioral ObjectivesActivities

Play "Visit to Dentist." Encourage each child to open mouth so "dentist" can see inside.

Movies - Contact school nurse and local dentist for suggestions.

Cleanliness  
The child will be able to:  
use correct words for  
cleanliness activities

Vocabulary Development for Oral Language

cold	towel (paper)	cough	facial tissue
hot	towel (cloth)	sneeze	drool
soap			

Bring hot plate into room. Heat a pan of water. Let the students feel the heat and steam coming from the water.  
Fill a hot water bottle with the boiling water.  
Feel the bottle.

Take some of remaining water and put ice cubes in it. Touch the ice cubes before putting them into the water. Watch them melt. Put in more ice cubes until water gets cold. Put hand into water.

Demonstrate cough and sneeze and proper procedure for caring for each.

Have a box of facial tissue on teacher's desk or other available place for use by students. Encourage them to use the facial tissue.

Paint hot water faucet with red paint or red finger nail polish so students can distinguish between hot and cold water. Explain why this is done to the rest of the school so the students will not try to scrape off red paint. Constantly remind a drooler to close and wipe his mouth. Have a small mirror readily available to show him how he looks when drooling.

turn on water  
combine hot and cold water  
with supervision

Instructional Aids and Materials

Mock dentist office

Toothbrushes with child's name in gold  
Rich Personals  
157 Sherman Ave.  
New York, New York

Actual Objects  
Pictures

Hot plate, pan, water

Hot water bottle  
Boiling water

Ice cubes  
Pan of hot water

Box of facial tissue

Note: Ask each student to bring in box of facial tissue on first day of school and you will have enough for year.

Red paint or finger nail polish

Small mirror

Wash basin or lavatory with hot and cold water.  
Note: Make some provision to heat water if none is available. It is important that the students learn that hot water is needed for cleanliness.

These activities must be practiced daily under supervision. Call attention to red paint on hot water faucet. Show students how to mix water.  
Practice every day.

### Behavioral Objectives

#### Activities

use bar soap to wash face and hands with help	Demonstrate use of right amount of soap from soap dispenser. You may need to practice using liquid soap from a bottle before using soap dispenser. Demonstrate washing of face and hands. Students wash face and hands. This should be a fun activity, but the students should not be allowed to get wet.	Liquid soap with dispenser Bar soap
dry with towel with help	Demonstrate proper way to dry hands with paper towels. Also use cloth towel so students will understand its use and replacement in the home.	Wash basin or lavatory: Soap, paper towel; cloth towel, towel rack
dispose of towel when reminded	Always have a waste basket available for disposal of paper. Have a helper to stand by basket and remind student to pick up paper if it does not go into basket.	Waste basket Helper
apply lotion under supervision	Use lotion to demonstrate drying hands. Use lotion to practice rubbing hands as in the application of bar soap or soap from dispenser.	Lotion
control drooling with help	Bring small washpan into room. Practice washing and drying the doll's hands and face, using small wash cloth.	Doll, wash cloth, wash basin, soap
use of facial tissue with help	Use mirror to show child what is meant by drooling. Make child aware of tongue with fingerplays, stressing the need to keep the mouth closed. Show students how to lick substances from lips. Give child popsicles made from clear soup. Show him how to lick.	Small mirror <u>Talking Time</u> pp. 37-39, 42-43 Peanut butter, jelly, popsicles made from clear soup
cover mouth when coughing or sneezing when reminded	Demonstrate use of facial tissue. If child cannot blow his nose, the teacher may manually press his lips together and instruct him to blow. Let child practice on doll and self.	Note: Contact your physical therapist for other ideas Facial tissue Doll
comb hair with help	Visit by school nurse to talk about being ill and when to stay at home. Filmstrips (talk with your school nurse regarding available ones.) Movies - (See school nurse for suggestions)	Note: Ask school nurse to talk to group of parents about illnesses and encourage them to keep child at home when ill Full-length mirror, comb for each child Pictures of well-groomed hair Pictures of messy, dirty hair
clean fingernails with help	Demonstrate combing hair in front of full-length mirror. Let each student "show how it is done." Have pictures of messy and well-groomed hair for discussion.	Fingernail file Picture of fingernails, dirty and clean
	Demonstrate cleaning fingernails. Let each child "show how it is done." Have before and after pictures of fingernails. Decide which fingernails look nicer.	



## Behavioral Objectives

### Activities

### Instructional Aids and Materials

Line up and march around room. Play "Follow the Leader" with one child leading the group to a specified place in the room or on the playground.	Record player and any good march record
Line up for walking races in classroom. At first this will be one line with each child carrying an object to the teacher or another child. Later two lines can be formed with each carrying an object to a designated place and back. (The lessons to be taught are walking and staying in line.)	Objects which children can easily carry
Borrow tray from cafeteria so each child can practice carrying a tray before going to lunch. Place fork, spoon and milk carton on each tray.	Tray from cafeteria Silverware, milk carton filled with sand or water
Have snack time so child will be able to sit at table, hands in lap, and wait until all have been served before eating. Use small tables and chairs for "Tea Time."	Napkins, juice and crackers
Let students line up and march to tables.	Small tables, chairs and doll dishes
Play room games with silverware — Name, hide, visual memory, etc.	Record player and march music
Play with dollhouse and family of people. Serve a meal and have family seated. Have a party and have family attend.	Silverware  Wooden family Rubber family, tea set Dollhouse furniture
Bring milk carton from cafeteria. Teach the word "open" when showing the child how to open carton. Students practice opening milk carton.	Empty milk carton
Suck juice in room. Use plastic straws. If child is unable to comprehend the sucking process, place straw in child's mouth and gently hold nostrils closed for a second. The child will automatically expand for breath, drawing the liquid through the straw.	Plastic straws Juice
See drooling under Cleanliness Activities.	
Have tea parties and serve crackers. Demonstrate taking small bites. Later use something harder than crackers so they must really bite.	Crackers, cookies or hard candies
Use small mirror in Grooming Box to watch self take bites.	Small mirror
Show child how to bite, chew, suck, and swallow in front of full length mirror. Let him return to his seat and practice with small mirror. Have constant supervision so child will not get strangled or develop bad habits.	Finger foods such as celery, carrots; crisp foods such as chips and apples
Chew until able to swallow easily when reminded	

## Behavioral Objectives

### Activities

eat finger foods

Pretend you are a rabbit eating carrots. Use small mirror to show child how to take small bites and chew with mouth closed. Stress "a talking time" and "a quiet time" so child will understand that he does not talk with food in mouth.

Read a story, stumbling over words so child cannot understand what is said. Explain that this is the way you sound when talking with food in mouth.

drink milk from a cup

Serve juice in paper cup without straw.

Go on field trip to dairy where milk can be served in paper cups.

Set up mock cafeteria. Have a pretend lunch. Have a luncheon in classroom. Ask cooks to prepare an extra portion of food children are having difficulty eating. Eat this food in room, demonstrating way to eat without spilling.

Arrange for special eating time when no one else will be in the school cafeteria. Give demonstrations on proper ways to eat without spilling too much.

bring food to mouth rather than lowering head to tray

Practice holding up head and smiling when eating. Talk about the foods we are eating. Mention why some foods must be eaten slowly, *to keep from spilling*.

Demonstrate correct use of napkin.

able to clean tray with help

Borrow trays from cafeteria to practice cleaning. Invite cafeteria supervisor to room for a demonstration on proper cleaning. Practice putting the silverware on tray so it will not fall from tray. Stress working with tray to minimize spills.

identify foods with help

Ask school secretary to type a copy of the school menu (week or month) for each student. Send the menu home and encourage parents to question child about foods he ate at school.

Talk about school menu each day. Have pictures of foods for easy identification.

Have actual foods in classroom for identification whenever possible. Play picture identification game with teacher reading menu and children finding pictures of food.

Play cafeteria and ask for food by name.

### Instructional Aids and Materials

Carrots (cut in small 2 inch strips)  
Finger foods

Story children know

Paper cup and juice

Trip to dairy

Mock cafeteria

Note: This will only be on one or two occasions to prevent students from making fun of TMH youngsters

Paper cup and juice

Trays  
Cafeteria supervisor

School menu for each child

Supermarkets will give you display pictures  
Contact your local dairy council for pictures and stories

Actual fruits and vegetables  
Pictures of food from daily menu

Cafeteria set up with pictures of foods in containers

## Behavioral Objectives

### Activities

Put food on tray and carry it to the table.

Play store and ask for food by name.

Go on a field trip to a vegetable and fruit stand. Bring fruits and vegetables back to room for tasting.

Show the raw fruit or vegetable before cutting it. Identify it. Let each child smell and taste the food.

Guessing Game: Smell or taste the food without looking at it. Identify it. Use artificial fruits and vegetables after child recognizes the real ones. (Be sure your artificial foods look and feel like the real ones.)

Have a mystery box and let the students identify the food by feeling.

Develop more vocabulary as needed by school menu or local foods.

maintain eating skills at home

Practice sitting at smaller table such as you would find at home. Pass make-believe foods.

### Dressing

The child will be able to:  
give the correct word  
for fasteners used in dressing

give the correct word  
for fasteners used in dressing

remove outer garments with  
help

Dress dolls with outer clothing.  
Practice with Montessori Boards for buttoning, tying and zipping. Have oversized trousers for children to practice putting on and taking off.  
Use oversized trousers to find front and back of clothing and to learn to put the leg in the proper place.

## Instructional Aids and Materials

Tray, silverware

Store with empty cans in store-like setting

Field trip  
Real fruits and vegetables

Fruits and vegetables from Peabody Kit Level P  
are excellent;  
artificial foods in box;  
real food in box

School menu

Table for 6 or 8 persons  
Doll dishes and silverware

Note: Send home suggestions for home  
cooperation

### Vocabulary Development for Oral Language

button                      zip  
tie                          lace  
put on  
take off

These words can be learned by daily practice under constant supervision.

### Vocabulary Development for Oral Language

zipper                      bows                      hook and eyes  
buttons                      buckles                      laces

These words can be learned by using dressing frames and Eta Best vests with constant supervision.

Eta Best Vests  
Educational Teaching Aids  
Division of A. Daigger and Company, Inc.

Note: TMH do not learn by observation, they  
must have daily practice

Dolls, doll clothing  
Montessori Dressing Frames  
Oversized trousers

### Behavioral Objectives

hang clothing in proper place with supervision  
find own garment with supervision

help teacher with dressing

put on cap, scarf, or coat

remove and put on socks  
put on shoes, but does not always get them on right feet

put on boots with help

put on mittens

identify articles of clothing

identify articles of clothing

### Activities

Have picture of coat over child's name on rack. Practice putting garment on coat hanger and hang under name.

Play Game: Take off coat, hang coat on coat hanger, go back to room, go back to clothing rack and find coat, put on coat, button or zip coat, take off coat, etc.

Fingerplays for dressing up.  
As you put on and take off clothing, name the clothing.

Play Pretend Games: The wind is blowing. What shall I put on my head?  
How do I put it on my head? It is raining. What shall I wear?  
How do I put it on?

Have spare socks at school for practice.

Take off shoes. Put them on again.  
Help a friend put on his shoes.  
Tie shoes, for a friend.  
Lace and tie the lacing shoe.  
Lace and tie the Lacing Frame.  
Tie old shoes.

Put on own boots.

Put on own mittens.

identify articles of clothing

identify articles of clothing

### Instructional Aids and Materials

Picture of coat for each name card  
Coat hanger and rack for hanging

Coat or wrap

Let's Do Fingerplays pp. 16-20

Caps  
Scarves  
Coats

Socks

Own shoes

Lacing shoe

Dressing Frame for lacing and tying

Note: Encourage parents to teach the child to identify right shoe with right foot by special markings on shoe. Carry over to school activities

Boots

Mittens

Actual articles of clothing  
Pictures of clothing

Various articles of clothing  
Good clothing pictures  
Clothing pictures  
Real articles of clothing when possible

Hold up article of clothing. Let students guess what it is.

Play visual memory game: Have three articles of clothing. Ask students to close eyes. Take away one and ask: "What is missing?" Play same game with pictures of clothing. Play weather game: Teacher says, "It is raining today. What will you wear?" Child selects clothing from pictures. Talk about cold weather clothes. Talk about warm weather clothes.

Behavioral Objectives

Activities

Talk about what we wear when it snows.

Talk about what we wear when the wind blows.

Dress and undress mannequin naming articles of clothing and telling when you would wear each article of clothing.  
(This is another good opportunity to reinforce "Take off" and "Put on.")

continue dressing skills at  
home

Continue practice at school:  
Encourage children to dress and undress at home.

Instructional Aids and Materials

Good clothing pictures for each season

Peabody Learning  
Development Kit Level P

Note: Have frequent parental conferences or send home notes for dressing at home  
Suggest suitable clothing which child can manipulate

Stress the importance of getting the child up early enough to dress self and become independent. Encourage parents to name articles of clothing as they help the child dress and undress.

C. A. 9.0-12.11  
M. A. thru 5.11

**Activities**

Review Personal Health and Hygiene activities for Primary Level.

Vocabulary Development for Oral Language

comb	toothbrush	nail file	hair brush
lotion	toothpaste	nail brush	grooming box
mirror			

Articles in Grooming Box  
Pictures of articles in Grooming Box

The child will be able to:  
use correct names for  
articles in Grooming Box

help make his own  
Grooming Box

care for own Grooming  
Box with help

learn the names of all  
articles in his box

learn the use of each article  
in his box

Let each student decorate his box with wallpaper, construction paper, paints, crayolas or any other materials requested by student. Put each child's name on his box.

Write a "Dear Parents" letter explaining the purpose of the Good Grooming Box and ask for the following: Cigar or other sturdy box, comb, lotion, toothbrush, toothpaste, hair brush, nail file, small mirror

Practice getting Grooming Box from shelf or cabinet where it is kept - count the articles in the box to see if all are there.

Take all the articles from box. Hold them up as teacher calls out name. Put articles in Grooming Box. Be sure each article is clean.

Play Name Game: Teacher calls out name of article and child holds it up.

Variation: Teacher calls out name of article and child finds picture of it.

Demonstrate the use of articles in Grooming Box. Let student demonstrate in front of full-length mirror.

Let child use article, watching self in little mirror on inside of Grooming Box

Find pictures showing uses of Grooming Box articles.

Make a Good Grooming Book using the pictures.

Cover with butcher paper. Staple cover to book or lace holes (made with paper punch) with colored yarn.

Identification Game: Teacher says, "I am going to comb my hair. What do I need?" Student finds comb or picture of comb, etc.

Matching Game: Have several pictures of each Grooming Box article. Let students put matching objects into boxes.

put away box when grooming time is over  
Have a specific place for boxes to be kept. Practice putting them away.

Materials  
Plain paper, paste, pictures  
Paper punch  
Colored yarn and yarn needle

Grooming Articles  
Picture of articles  
Boxes  
Pictures

Shelf or cabinet for Grooming Box

## Behavioral Objectives

### Toilet

The child will be able to:  
use proper vocabulary

## Activities

(See suggested activities on Primary Level.)

### Vocabulary Development for Oral Language

toilet	flush	waste basket
toilet paper	toilet	soap dispenser
lavatory	women	urinal
gentlemen	ladies	

take down clothing,  
use toilet paper with  
reminding

flush, toilet

Use rubberoid doll to demonstrate proper use of toilet, taking down clothing  
and use of toilet paper.

Let students show proper restroom procedure using doll.

Talk about restroom procedure and why it is important to flush toilet.

Make trips to restroom (girls to Girls' Restroom  
and boys to Boy's Restroom). Demonstrate flushing the toilet. Call attention  
to the automatic flusher on urinal in Boys' Restroom.

The school principal, coach, school nurse, secretary, aide and custodian will be  
willing to help with the demonstrations.

Take a field trip to an area which will require the use of a restroom different  
from the one at home or school.

Practice with dolls, again pulling up, taking down, etc., of clothing

rearrange clothing with help

Field trip where community restroom will have  
to be used.

Dolls and doll clothing

Note: Talk with parents concerning the boys'  
use of zippers in public restrooms  
instead of dropping clothing to floor.

Chart with each child's name, day of week, and  
place for stars

Lavatory or wash basin  
Water, soap, paper towel, waste basket

See Primary Cleanliness Activities. Also chart on washing hands and dispose of  
Toilet Activities.

wash hands  
dispose of paper towels

Have role-playing in room showing correct way to wash hands and dispose of  
paper towel.

Suggested classification games for use with Toilet Activities:

Cut bathroom pictures from magazines and make a booklet.  
Have cardboard boxes to represent bathroom and kitchen. Place correct doll  
furniture in each room.  
Have cardboard boxes to represent bathroom and bedroom. Place correct  
doll furniture in each room.  
Play above games using pictures of furniture instead of doll furniture.

Magazines, paste  
Paper for booklet, cardboard boxes  
Doll furniture

Pictures of furniture

## Instructional Aids and Materials

Concrete models

Doll house furniture  
Pictures of bathrooms  
Pictures of fixtures

Rubberoid doll available from Childcraft  
Toilet paper

Girls' Restroom  
Boys' Restroom

Helpers

Note: Talk with patients concerning the boys'  
use of zippers in public restrooms  
instead of dropping clothing to floor.

Chart with each child's name, day of week, and  
place for stars

Lavatory or wash basin  
Water, soap, paper towel, waste basket

Magazines, paste  
Paper for booklet, cardboard boxes  
Doll furniture

Pictures of furniture

### Behavioral Objectives

#### Activities

Have many pictures of bathroom fixtures. Match ones that are alike. Cut out pictures of all items that have to do with bathroom. Put on one page.  
Instructo Classification Games with pictures for naming and speech development.

### Teeth

The child will be able to:  
develop a vocabulary  
for the care of teeth

- brush teeth with supervision
- give proper care to toothbrush after brushing

#### Vocabulary Development for Oral Language

teeth	toothpaste	dentist's office
toothbrush	dentist	nurse (office)
decay	hurt	nurse (school)
brush	toothache	

find his own toothbrush

- Prepare his toothbrush for brushing with supervision

Have a specific place to keep toothbrush. Have child's name on brush.

Ask the school nurse to demonstrate brushing teeth using large set of teeth and large toothbrush.

- brush teeth with supervision

Plan a trip to the dentist's office to acquaint the children with a dentist and his office. Let dentist demonstrate proper care of teeth and discuss what happens when you don't take care of teeth.

give proper care to toothbrush after brushing

Frequent demonstrations by teacher using large set of teeth and large toothbrush. Play "This is the Way I Do It" with students using large teeth and toothbrush.

Use full-length mirror or small Grooming Box mirror for reinforcement of proper technique.

Make mixture for brushing teeth if toothpaste is not available. (4 teaspoons baking soda, 1 teaspoon salt, a few drops of essence of peppermint mixed together and stored in baby food jar with child's name on top of jar.)

Review all activities on primary level for children who still have difficulty brushing teeth.

Draw pictures showing proper care of teeth.

This may be in booklet form or large pictures for bulletin boards.

Occasional demonstrations by teacher.

- put away toothbrush and toothpaste

Frequent "This is the Way I Do It" by students.

These activities are learned if there is a regular routine each day and the students are supervised to see that they follow directions.

### Instructional Aids and Materials

Pictures of bathroom fixtures  
Pictures, paper, scissors, paste  
Instructo Classification Games.

#### Real objects

Pictures related to vocabulary development

#### Toothbrush with name on it

#### School nurse

#### Large teeth and toothbrush

#### Visit to dentist's office

#### Large teeth

#### Large toothbrush

#### Mirror

#### Baking soda, salt, essence of peppermint

#### Baby food jar with lid

#### Crayolas and paints

## Behavioral Objectives

### Activities

Instructional Aids and Materials

Other activities for care of teeth: Make booklet of foods which cause tooth decay. This may be made with pictures from magazines or student drawings. Paste on manila paper and cover with construction paper. Let child make an original drawing for cover.	Manila paper Construction paper Crayolas or paints																								
Visit a dentist's office for old teeth. Put a tooth in closed baby food jar and add one substance which causes decay. Leave for several months and note decay. Keep a teacher-made record so students can remember which food caused the most and the fastest kinds of decay.	Old teeth. Baby food jars with lids Any substance which causes tooth decay																								
Draw a picture of visit to dentist's office for bulletin board. Make a booklet to send home to parents showing foods which cause decay.	Paper and crayolas Paper and pictures of food which cause decay																								
The teacher can type a short story for students showing what happened when the tooth was placed in this food substance. Make a booklet showing foods we can eat which build strong and healthy teeth.	Short, typed story about each food used in tooth decay tests Pictures from magazine, paper and paste																								
<b>Hygiene</b>  child will be able to: develop a cleanliness vocabulary	<b>Vocabulary Development for Oral Language</b>  <table> <tbody> <tr> <td>cold</td> <td>tub</td> <td>wash basin</td> </tr> <tr> <td>hot</td> <td>ice cubes</td> <td>stove</td> </tr> <tr> <td>toilet</td> <td>hot water bottle</td> <td>hot plate</td> </tr> <tr> <td>shoes</td> <td>lavatory</td> <td>tongue depressor</td> </tr> <tr> <td>sneeze</td> <td>paper towel</td> <td>nail brush</td> </tr> <tr> <td>facial tissue</td> <td>cloth, towel</td> <td>tea kettle</td> </tr> <tr> <td>soap</td> <td>washcloth</td> <td>dust pan</td> </tr> <tr> <td>drooling</td> <td>nail file</td> <td>cough</td> </tr> </tbody> </table> <p>Mark the water faucets with colors: red for hot, blue for cold. Put tea kettle or pan on hot plate to heat water. Show the child how to put hand near the steam to feel heat (supervise carefully to prevent burning). When the water is boiling, pour some of the hot water into a pan to feel the heat coming from it.</p> <p>Pour some of the boiling water into hot water bottle. Feel the bottle. Bring a pan of ice cubes into the room. Let each student feel the ice cubes. Mix hot water and ice cubes to cool off water. Show how to turn on hot and cold water to get the right temperature for washing hands and face.</p> <p>use care with hot water</p> <p>wash hands and face alone</p>	cold	tub	wash basin	hot	ice cubes	stove	toilet	hot water bottle	hot plate	shoes	lavatory	tongue depressor	sneeze	paper towel	nail brush	facial tissue	cloth, towel	tea kettle	soap	washcloth	dust pan	drooling	nail file	cough
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### Behavioral Objectives

#### Activities

wash neck and ears  
with reminder and  
supervision

Sing "This is the Way We Wash Our Hands" during the washing process.

Wet wash cloth and wring out. Demonstrate use of small amount of liquid or bar soap. Rub face, neck and ears with soapy wash cloth. Show how to rinse wash cloth and carefully rinse face, neck, and ears to prevent itching from excess soap.

Demonstrate proper way to dry face, neck and ears and hands. Use both paper and cloth towels.

Sing "This is the way we wash our \_\_\_\_\_" as other washing activities are carried out. Show how to use lotion on face, hands, and neck to prevent chapping. Have a jar of vaseline available for students who do not have lotion or who have badly chapped and cracked hands and lips.

Have a chart to record student's cleanliness when he arrives at school. If he always comes to school dirty, and parent conferences do not improve the condition, give him an opportunity to "freshen up" in the restroom before room check. Select a "nurse" to check each child for cleanliness. If he gets a check mark for each day of the week, give him a star on Friday. Let the student find his own name and paste on the star. This chart may be monthly or weekly.

clean lavatory with reminder  
and supervision

Show students the correct way to clean lavatory with paper towel.  
Sing "This is the Way We Clean the Lavatory." Students practice correct way to clean lavatory.

bathe body with help

Bathe rubberoid doll in small, plastic tub or wash basin.  
Show how to soap, wash, rinse, and dry doll.  
Give each child an opportunity to bathe doll.

Name	M	T	W	Th	F	Star
John						
Fidel						
Linda						
Mary						
Alice						
Robert						
Florinda						

### Instructional Aids and Materials

Tune: "Here We Go Round the Mulberry Bush"

Wash cloth  
Bar of soap

Paper towels  
Cloth towels

Hand lotion  
Jar of vaseline

Note: Discuss washing activities with parents  
and suggest they encourage similar home  
activities. Suggest the use of vaseline to  
prevent chapped and cracked hands,  
feet and lips

See chart below

Paper towels

Rubberoid doll  
Plastic tub or washbasin  
Towel, soap, water, washcloth

## Behavioral Objectives

### Activities

If you have a bathtub at school, let each student who does not have bathtub at home, take a bath at school. The aides can assist with the bathing. Coaches will supervise boys in tub or shower.

Find pictures of persons taking a bath.

Find pictures of clean and dirty persons.

Decide which one looks nicer.

Cleanliness movies (contact your school nurse for local or country movies available).

Demonstrate cleaning nails with fingernail file. Demonstrate scrubbing of nails with small brush.

Sing "This is the way we \_\_\_\_\_" as each activity is carried on. Have "This is the way I do it" demonstration by each child.

Demonstrate the use of a mat by the door. Line up students and march outside. Return to room, cleaning shoes on mat.

Demonstrate use of tongue depressor, broom and paper towel in cleaning mud from shoes. Give opportunity for lots of individual practice on muddy days.

Encourage students to help friends clean shoes. Praise students for clean shoes and clean floor.

Have a room helper who will sweep up any mud brought in on shoes.

control drooling

Use full-length mirror to be sure child understands the meaning of drooling. Encourage all students to help others care for themselves when drooling.

use facial tissues but may sometimes need to be reminded

Ask each student to bring in box of facial tissue with supplies at beginning of school year. Place a box on teacher's desk or other designated place for use by all students.

dispose of facial tissue

Demonstration by teacher.  
"This is the way I do it" demonstrations by students.

Facial tissue

Note: Contact parents who do not have bathtubs and invite them to have a bath at school. Ask them to supervise their child while bathing at school. If parents refuse to come to school, make home calls and send home notes describing bathing techniques.

Pictures of people taking baths  
Pictures of clean and dirty people

### Instructional Aids and Materials

Note: Contact parents who do not have bathtubs and invite them to have a bath at school. Ask them to supervise their child while bathing at school. If parents refuse to come to school, make home calls and send home notes describing bathing techniques.

Pictures of people taking baths  
Pictures of clean and dirty people

care for fingernails

Fingernail file  
Nail brush

Mat for cleaning shoes

Tongue depressor  
Paper towel  
Broom

Dust pan and broom

Full-length mirror  
Facial tissue, and helpers

Facial tissue

Facial tissue  
Waste basket

Magazines  
Paper for booklet  
Pictures of articles found in bathroom

Other suggested activities related to Cleanliness: Play matching games suggested in Primary Cleanliness Area.

Find pictures of bathroom furniture and fixtures found in home and school. Paste them in a booklet. Name the furniture or fixtures found. Find pictures of articles found in bathroom. Sort according to color.

Behavioral ObjectivesActivities

Rest  
The child will be able to:  
respond to simple  
rest directions

rest quietly after meals  
or activities without  
direction from teacher

Vocabulary Development for Oral Language

rest quiet  
sleep limp

close your eyes  
put your head on your desk

Use fingerplays to teach vocabulary.

tell what time he goes to bed

Set up a regular routine for students to follow: After recess, come into the room and put your head on desk; or, after lunch, come into room, get your mat (or go to your cot), rest quietly on floor.

Play soft music or music students especially enjoy so they will listen.  
Play story records or read stories students enjoy.

The child will be able to:  
identify many of the  
foods served in school  
cafeteria

Pictures to illustrate rest concepts  
(actual participation best for development  
of these concepts)

Talking Time pp. 21,25

Record player  
Quiet records  
(See Suggested Materials at end of Skill Area)  
Story records, stories

Vocabulary Development for Oral Language

Talk about things you do before going to bed (eating dinner, watching television, taking a bath, etc.)  
Encourage students to get plenty of sleep. Show pictures of happy and sleepy children.

Pictures to illustrate sleep  
Note: Encourage parents to get child to bed  
for needed rest.

Actual foods whenever possible  
Good colored pictures of food  
(before and after cooking)  
Artificial foods  
Peabody Kit Level P has some good artificial  
food

fruits	peas	cookies
apple	potatoes	vegetable salad
orange	corn	fruit salad
peach	lettuce	breakfast
pear	tomato	meat
grape	carrots	hamburger
lemon	dinner	turkey
grapefruit	beef	mayonnaise
lunch	chicken	buns
ham	mustard	chile
hot dog	cornbread	tortilla
fish	spinach	tamale
hot rolls	milk	posole
vegetables	bread	spanish rice
beans	cake	other foods served in your school cafeteria

### Behavioral Objectives

### Activities

### Instructional Aids and Materials

wash hands before lunch  
with reminding

See Cleanliness Activities for washing hands.

carry tray with no spilling

Set up a mock cafeteria to practice carrying tray. Borrow tray and silverware from cafeteria. Carry tray from one end of room to another.

Using a large sheet of brown butcher paper, draw a tray and the outline of silverware and milk. Let each student place the milk and silverware on the proper outline. Explain that these articles may be placed in the right position to prevent spilling.

take small bites

Demonstrate proper biting and chewing.  
Let students demonstrate for rest of class.

eat with mouth closed  
with reminding

Use small mirror to watch self biting and chewing with mouth closed.  
Show and discuss pictures illustrating right and wrong way to eat.  
Have tea parties to practice good eating habits. Demonstrate right and wrong ways to eat foods (Perhaps a class in the school would send students down for demonstrations).  
Have a "This is the way they did it" demonstration by TMH students showing how regular students performed.

use spoon  
use fork  
use knife to cut soft meat

Stress the three finger position for holding the spoon and fork.  
Name the kinds of food we eat with a spoon; with a fork; or cut with a knife.  
Demonstrate use of silverware using food they have difficulty eating whenever possible. Have lots of play periods to practice holding silverware properly.

use napkin when reminded  
scrape tray and return to proper place with reminding

Have tea party for dolls. Show proper use of napkin.  
Have a snack period, stressing proper use of napkin.  
Set up an area in room (similar to that found in school cafeteria) for scraping tray, putting paper in wastepaper basket, and stacking trays to be washed.  
Plan a field trip to a local cafeteria. Ask manager to show students where they go through the line to select food, and what they do with their tray after reaching the table.

report spills and ask for help to clean up

Set up a mock cafeteria. Tell one student to spill his tray. Ask another child to demonstrate what he should do. Select another child for "custodian". Send for custodian to clean up spill.

Mock cafeteria  
Trays and silverware from cafeteria

Butcher paper with outline of tray,  
silverware and milk

Crackers, cookies  
Finger foods

Small mirror  
Pictures showing good and poor eating habits  
Small tables and chairs  
Finger foods  
Regular student demonstrations of good and bad eating habits

Spoon  
Fork  
Knife

Childsize table, tea set, dolls, napkin, juice,  
crackers

Trays, garbage can, empty milk carton,  
silverware

Field trip to local cafeteria

Mock cafeteria  
Broom  
Mop and dust pan

### Behavioral Objectives

clean table when eating  
at home or at room party  
when reminded

### Activities

Have a "pretend party." Show students how to brush crumbs from table (with napkin) into a waste basket.  
Pretend you are a "mother" or "father." Show your "child" how to take his napkin and brush food from the table onto his plate.  
Pretend you are a waitress in a cafeteria.  
Show how to brush food from table onto tray, using napkin.  
Encourage good eating habits so that food is not scattered or spilled on the table. Then only a little cleaning of the table will be necessary.

eat from own plate at  
home and school

sit at the table with  
good posture

determine edible and  
inedible substances

Have a "pretend party." Show students how to brush crumbs from table (with napkin) into a waste basket.  
Pretend you are a "mother" or "father." Show your "child" how to take his napkin and brush food from the table onto his plate.  
Pretend you are a waitress in a cafeteria.  
Show how to brush food from table onto tray, using napkin.  
Encourage good eating habits so that food is not scattered or spilled on the table. Then only a little cleaning of the table will be necessary.

Talk about eating all the food on your plate so you won't get hungry.  
Ask for a second helping if you are still hungry, rather than take food from another's plate. He might not have enough to eat if you take his food.

Ask other students in your school to demonstrate right and wrong posture.  
Let TMH students demonstrate correct posture.  
Show right and wrong pictures. Praise students who sit properly.

Play "Do we eat this?" Use pictures of foods. Variation: Use pictures of foods and toys. Decide which ones are eaten.

Make chart of edible foods — name each food.  
Make chart of inedible things — name each and tell why we don't eat it.

Picture or Object Game: Leader holds up picture or object and asks:  
"Do we eat it?" If the student answers correctly, he holds up next card.  
Learn the names of foods we eat. The teacher will name one food and the child will find it. Have a store set up. Separate the cans into foods and cleaning products, etc.

Let each student get one box and one can from the store. Decide whether the things are edible or inedible.  
Buy something from the store. Have two or three clerks. The clerk who finds the can or box for the student will sell it to him. The student may buy the can or box if he can tell whether it is edible or inedible.

choose some needed foods

Make health posters or booklets showing foods you would eat for each meal.  
Make a booklet showing the foods you ate in the cafeteria for a week.  
Have pictures of six or eight foods. Select the foods you will need for one meal. Tell why you selected the foods.

Visit a fruit and vegetable store. Ask the manager if he sells anything that cannot be eaten.

### Instructional Aids and Materials

Napkin  
Waste basket  
Napkin  
Plate  
Napkin  
Tray

Note: Encourage parents to supervise eating,  
so good eating habits will not be broken.

Demonstrations by regular students

Pictures showing good and bad posture

Many pictures of foods  
Pictures of toys

Chart of foods  
Chart of inedible substances

Picture or objects  
Models of food  
Pictures of food

Store with many empty cans and boxes  
Note: Suggest that parents send cans and boxes for store so you will get foods common to each home

Magazines  
Paper or tagboard  
Paste, scissors  
Cafeteria menu  
Pictures of foods  
Field trip

## Behavioral Objectives

### Activities

Make a booklet showing foods you saw on field trip (these may be pictures of drawings by students).

Other activities related to eating: Talk about foods we ate (or will eat) at lunch. Have pictures of food for identification. The teacher will read the food from the menu and the child will find the picture. Decide which foods are meat, vegetables, or fruits.

Talk about the silverware we use to eat each food. Find food pictures. Paste them on charts for later identification. (It may be necessary for the teacher to do some of the cutting and pasting if charts are to be preserved for later use.)

Take shoe or cigar boxes and make a separate box for each of the following: fruits, vegetables, meats, beverages, and desserts. Paste several pictures on the top of each box so the students can easily recognize the category. Give each student pictures of fifteen foods to place in the proper box. After he has sorted the pictures, let him name them for you as you check to see that the pictures were placed in right category. Collect two or three identical pictures of foods. Give each student ten pictures and ask him to match the ones which are alike.

Play "Soup Stone" — a beggar has a soup stone.

The students are holding vegetables needed for the soup. He goes to each student and asks if he can make soup. If the student answers "yes" the beggar asks him for one of the vegetables. If he is holding the vegetable, he gives it to the beggar. If he is not holding the vegetable, the beggar must go to the next student and continue begging until he receives all the vegetables he needs. When the necessary ingredients have been obtained, take turns preparing the vegetables for soup. After the vegetables are cooked, eat the soup with crackers. Practice good eating habits and use napkin. Clean table after eating.

transfer all learned skills to classroom parties and home

Have classroom parties off special occasions.  
Encourage proper eating habits.  
Have "Open House" and invite parents to school cafeteria with own child to observe his eating habits.

### Instructional Aids and Materials

Paper Pictures

Note: Ask secretary to prepare cafeteria menu for each child to take home. Encourage parents to question child regarding lunch

Silverware  
Food Pictures  
Tagboard

Cigar or shoe boxes  
Good pictures of fruits, vegetables, meats, beverages and desserts  
Fifteen foods which can be easily stored in the above categories

Identical food pictures for matching

To cook soup  
Salt, water, carrot, potato, celery, milk, bouillon cube  
Food parer  
Knife  
Spoon

Crackers  
Hot drink cups or bowls  
Plastic spoons, napkins

Classroom table  
Refreshments for party  
Note: Talk to parents regarding eating skills practiced at school  
Encourage home cooperation

## Behavioral Objectives

### Dressing

The child will be able to:  
give correct name for  
articles of clothing and  
dressing skills

### Vocabulary Development for Oral Language

boots	lace	right	coat hanger
shoes	tie	left	coat rack
coat	button	socks	sweater
cap	mitten	blouse	garment
zip	gloves	shirt	pants
scarf	jacket	jeans	dress
lost and found box			

remove outer garments  
with help

hang outer garments in  
proper place

find own outer garment  
put on outer garment and  
work zipper if started

put on mittens with  
supervision

## Activities

### Instructional Aids and Materials

#### Vocabulary Development for Oral Language

Articles of clothing	Pictures of clothing
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Remove outer garment with supervision. Make certain the garment is right side out so it will be ready when needed.

Hang the garment on coat hanger.  
Button or zip garment so it will not fall off.  
Hang coat hanger under name card.

Pretend you are going outside. Find your coat, bring it into the room, put it on, etc. Practice with button and zipper dressing frames.  
Practice buttoning and zipping own garments.

#### Fingerplays - "Dressing up"

The following procedure may prove helpful in putting on or taking off mittens.

1. Take off right mitten
2. Put right mitten in right pocket of coat or jacket
3. Take off left mitten
4. Put left mitten in left pocket of coat or jacket
5. Take off coat
6. Hang up coat

#### When ready to put on mittens

1. Put on coat
2. Put left hand in left pocket and get left mitten
3. Put left mitten on left hand
4. Put right hand in right pocket and get right mitten
5. Put right mitten on right hand

**Note:** This procedure may be used with  
with gloves when child learns to  
put on gloves

Let's Do Fingerplays pp. 16-20  
Mittens  
Coats

Own coat  
Button Dressing Frames  
Zipper Dressing Frames, own outer garments

Coat hanger  
Coat rack  
Student name cards placed above rack.

Outer garments

coat hanger  
coat rack  
sweater  
garment  
pants  
dress

Articles of clothing

Pictures of clothing

coat hanger  
coat rack

sweater

garment

pants

dress

coat hanger  
coat rack

sweater

garment

pants

dress

## Behavioral Objectives

put on boots  
put on shoes, but may  
not be able to tie them

## Activities

Practice taking off and putting on own boots.

Practice taking off and putting on shoes.

If shoes lace, take out laces and put in again. Make a game of following, developing rhythmic movements. Stress that the lace on the right side is always the leader.

1. Thread lace through both bottom holes
2. Put ends together and pull to make both sides the same length
3. Put right string across and thread
4. Pick up left string and thread across
5. Put right string across and thread
6. Tie bow. Practice tying bow around body using terry cloth belt.

Use Montessori Boards for lacing and tying.

Fasten two ribbons of contrasting color to edge of board. Tie bow.

tie scarf with help  
adjust clothing with large  
buttons

Use large plastic bottle for head model to practice. Place the "head model" facing the same direction as the child so the tying will be more realistic. Suggest tying scarf in double knot so it will stay in place. Get doll ready for cold or windy day.

recognize own clothing in  
lost and found box

Play "Whose Garment is This?" Hold up an outer garment and let student identify own clothing.

Pretend coat is lost. Look in room "lost and found box." Let student identify coat in box.

Bring old clothing from home for room "lost and found box." Put one or two coats into box with the clothing. See if student can find his own coat among the clothing.

## Instructional Aids and Materials

Boots  
Own shoes  
Lacing shoe

Montessori Dressing Frame  
Board with 2 ribbons of contrasting color attached to it

Terry cloth belt  
Large plastic bottle  
Scarf  
Doll, doll clothing

Own clothing  
Button Dressing Frames  
Vests with large buttons

Student's outer garments

Lost and found box  
Student's coat

Old clothing from home  
Several students' coats



## Behavioral Objectives

### Activities

to the person or persons having the neatest and cleanest lockers. (This might be a bulletin board display showing a picture of child.)

shine own shoes with supervision

- Set up Shoe Shine Corner for use during specified grooming periods.
- Practice shining own shoes.
- Practice shining friend's shoes.

shave with supervision

- Have shaving equipment in the room for demonstration and use (with supervision) by few who may need it.
- Have a screen so girls can be separated from boys for underarm and leg shaving.

manicure own nails with supervision

- Have manicure set in room for demonstration and use during specified grooming periods.
- If students have difficulty manicuring own nails, manicure a friend's nails for practice.

## Personal Cleanliness

The learner will be able to:

bathe with minimal supervision

(Review vocabulary from Primary and Intermediate areas. Vocabulary for this level will be taught as the need arises.)

Make a bulletin board showing equipment needed for a bath.  
Demonstrate giving a doll a bath (at this age level, you may want to divide the boys and girls for specific cleanliness instructions). Discuss the importance of taking a daily bath or shower.

Give lots of time for students to bathe doll. Talk about the different kinds of baths (shower, tub, sponge).

Take a trip to the Boys and Girls P. E. locker rooms to see the showers.

Ask the P. E. instructors to assist you in giving the students a shower on a very hot day.

Girls and Boys P. E. showers  
Note: If there are no bathroom facilities in the home, invite the parents to school for showers. Enlist help of parents in supervising showers in P. E. dept.

School nurse

use deodorant with supervision

Ask school nurse to discuss importance of frequent baths and use of deodorant to prevent body odor.  
Encourage the use of deodorants before coming to school. (If there is an unpleasant odor about a student, give him an opportunity to go to the restroom

## Instructional Aids and Materials

Note: An instant type camera, making needed pictures is a must

Shoe shining kit, shoe polish  
Note: Don't forget to ask for shoe polish when an organization offers supplies

Shaving equipment  
Screen

Manicure set  
Note: In starting Grooming Book show will groomed people. As each grooming area is studied, add to book, pictures illustrating that area

Pictures of things needed to bathe  
Plastic tub, soap, towel, doll, wash cloth

Girls and Boys P. E. showers  
Note: If there are no bathroom facilities in the home, invite the parents to school for showers. Enlist help of parents in supervising showers in P. E. dept.

School nurse

## Behavioral Objectives

### Activities

to sponge off and to use deodorant.)

select clean clothing  
(with some supervision)  
to wear after bathing

Discuss cleanliness of clothing. Show pictures of persons wearing clean and dirty clothing. Decide which persons you would want for friends.

Get a pair of dirty socks. Put in a jar and keep tightly closed for several days. Take off lid and let each student smell. Explain that dirt cannot always be seen, but can be smelled. Talk about the need for frequent change and airing of clothes.

Smell the socks again. Explain that all clothing worn next to the body should be laundered every time it is worn.

Make a booklet showing clothing worn next to skin. Give reasons why these clothes should be changed everytime you wear them.

Demonstrate washing clothes by hand.

Let students bring some of their underwear and socks from home to wash.

Show proper use of water softener or fabric softener and detergent.

Explain that it is easier to wash clothes that haven't been worn too long and become filthy. Wash some drip-dry clothes if you have a washer and dryer.

Show movies for boys. (See your school nurse for suggestions.)

Show movies for girls. (See your school nurse for suggestions.)

clean up restroom after  
self with supervision

Take turns cleaning restroom.

Talk about dirty restrooms you have seen.

Ask school nurse to come in for discussion of diseases caused by filthy restrooms.

Find pictures of clean restrooms. Mention how pretty they are.

Discuss community responsibility in use of public restrooms.  
Take a field trip to a nearby public restroom. Compare public restroom with school restroom. Find out who cleans public restrooms.  
Discuss ways to keep all restrooms clean.

use public restrooms

Enlist cooperation of school nurse, coach and principal in periodic checks on students in restrooms without supervision.  
(Make certain that the students understand that restrooms are not places to play. This will help older students understand that they do not linger in public restrooms to make new friends.)

### Instructional Aids and Materials

Pictures of persons wearing clean and dirty clothing

Old pair of dirty socks  
Jar with lid

Construction paper  
Catalogs, paper and paste

Socks, underclothes for washing

Fabric softener  
Detergent  
Washer and dryer

Movies  
Movies

Cleanser  
Toilet bowl cleanser  
Brush  
School nurse  
Pictures of pretty restrooms

Put 'o restroom  
Field trip

School nurse  
Coach, principal  
Note: Caution parents to train boys to use zipper instead of dropping pants to floor in public restroom. There are still many misunderstandings of mentally retarded adults and immature behavior may be misinterpreted

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

Take small groups of students of a restroom. Let them take turns going into the stall with the door. Stress closing the restroom door when using public restroom.

The learner will be able to:  
 recognize some of the written words and use the others in oral language

Vocabulary Development for Self-Care and Oral Language	
toilet	boys
restroom	girls
lavatory	gentlemen
shower	women
	men
	urinal
	toilet paper
	napkins (girls)
	towel (paper, cloth)

Make flash cards of the words you are teaching the students to recognize.  
 Play word games - Hold up card and give clues to what the word is.  
 Let the child who guesses correctly hold the card. Put words over doors - Say "Who goes thru this door?" "Why?"

care for teeth at home and school with some reminding and supervision

Find pictures on dental care to be used on bulletin board.  
 Make chart for record of students who brush their teeth before coming to school.  
 Let each student find his name, the correct date and put a star.  
 Ask school nurse to discuss foods that cause tooth decay.  
 Ask school nurse to demonstrate brushing teeth.

Get old teeth from dentist. Place one tooth in a baby food jar with a substance which will cause tooth decay. Close jar tightly and leave for several weeks or months to note rate of decay.  
 Visit a dentist's office. Ask the dentist to show you how he cares for teeth.  
 Take a field trip to a local dental association for bulletin board pictures.

School restroom  
 Flash cards for boys, girls, women ladies, men, gentlemen, toilet  
 Find art work or colored pictures of others words

Substance which will cause tooth decay  
 Old teeth  
 Baby food jar with lid  
 Dentist's office  
 Excellent pictures may be obtained from:  
 American Dental Assn.  
 222 East Superior St.  
 Chicago, Illinois

National Dairy Council  
 1100 Canal Street  
 Chicago, Illinois  
 Date Council of the Rio Grande Valley  
 139 Madison N.E.  
 Albuquerque, New Mexico

## Behavioral Objectives

### Activities

Filmstrips about dentists. (Ask your school nurse for suggestions.)  
Filmstrips and Films (talk with your dentist and school nurse for suggestions)

use correct word for vocabulary related to ears, nose, mouth, eyes

nose	doctor	lips	eyelashes	ears
sneeze	office	well	blind	hearing aid
cough	mouth	nurse	see	deaf
facial tissue	tongue	eyes	dentist	audiometer
smell	teeth	eyelid	sick	hospital

Make flash cards for doctor's office, nurse, dentist's office, and hospital. Tell how the doctor, nurse, and dentist help them, holding up these words as you talk.

Make a bulletin board using pictures of hospital, doctor, nurse, and dentist. Put the written word under each picture.  
Match flash cards with words under pictures.

Have a mystery box for each of four senses. Paste a flannel nose on first box, flannel mouth on the second box, a flannel eye on the third box and a flannel ear on the fourth. Collect a supply of objects and foods to represent the concepts of smell, see, taste, and hear.

Divide class into two small groups. Give two mystery boxes to each group. Mix the objects in the boxes. Sort into correct mystery box. (This project will need supervision.) Name the sense organ used with each object.  
Work with facial puzzles to learn the proper position of nose, eyes, mouth, and ears on each person. (Suggested puzzles are baby, sister, brother, mother, father, grandmother, and grandfather.)

Find large faces of individuals. Cut out face and paste on cardboard. Cut into puzzle of eight or ten pieces. Work the puzzle. Identify the parts of the face and tell the use of each part.

Make a felt face for use on flannel board. Have removable eyes, ears, nose and mouth.

give acceptable care to mouth with reminding and supervision

Talk about uses of mouth and reasons why it should be kept clean.  
Remind students to brush teeth at home to prevent bad breath.  
Introduce mouth wash. Demonstrate gargling and spitting.  
Ask school nurse to review cleanliness activities for mouth.  
Films and filmstrips suggested by school nurse.  
Practice "This is the way I do it" when sneezing and coughing.

## Instructional Aids and Materials

Movies and filmstrips

Models which can be taken apart (often available from Health and Science teachers)  
Good pictures of eyes, nose, mouth and ears

Pictures of doctor, nurse, dentist, hospital

Flash cards of above words

Four mystery boxes  
Sense organs made from flannel  
Objects and food

Small puzzles  
Two mystery boxes

Puzzles available from Developmental Learning Materials

Faces in color from magazines  
Cardboard  
Paste  
Flannel board with removable features

Mouth wash for each student  
School nurse  
Films and filmstrips  
Facial tissue

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

give acceptable care to eyes with supervision and reminding

Examine model of eye. Teach the parts of the eye according to the abilities of your students.  
Discuss reasons why we must take care of our eyes.  
Show how to remove matter from eye before coming to school.  
Ask a person who wears glasses to come to room and demonstrate proper care of glasses.

Ask a blind person to come to school and bring his "Seeing Eye Dog."  
Use eye chart and test vision of students.  
Play "Blindman's Bluff" - try to find someone in the classroom while you are blindfolded.

Blindfold each student and let him try to guess what something is by feeling it.  
Borrow Braille books from regional Braille society to demonstrate how blind people read. Borrow large print books to show how partially seeing persons read.

(Bring all resource persons and materials to classroom to help explain that some of these conditions might exist for us if we do not take good care of our eyes while we are young.)

Films and filmstrips suggested by school nurse.

give acceptable care to ears with reminding and supervision

Examine model of an ear.  
Demonstrate proper cleaning of ear.

Ask school nurse to discuss the dangers of putting things into your ears.  
Pretend you do not hear well. Ask students to close eyes and whisper a command very softly. See if students respond to command. Explain that hard of hearing or deaf persons cannot always hear sounds.  
Ask a hard of hearing person to come to school and talk with students.

Invite someone who wears a hearing aid to talk with the students.  
Use audiometer to test hearing of all students.  
Have a short clean up time for students who do not clean ears before coming to school.  
Films and filmstrips suggested by school nurse.  
Make posters showing games we should not play near someone's ear.

give acceptable care to nose with reminding and supervision

Make a mystery box. Place a number of objects with different odor in the box.  
Ask student to close eyes. Hold up one of the objects under his nose for identification.  
Ask nurse to show how to blow nose when you have a cold.  
Demonstrate use of facial tissue when coughing and sneezing.

Model of eye

Wash cloth, warm water  
Person who wears glasses

Blind person  
Eye Chart  
Blindfold cloth

Blindfold cloth!  
Object a child recognizes  
Braille book  
Large print books

Films and filmstrips

Model of ear  
Wash cloth, warm water

School nurse

Hard of hearing, resource person

Resource person who wears hearing aid  
Audiometer  
Restroom

Films and filmstrips  
Posters, pictures

Mystery box  
Articles or foods to smell

Demonstration by school nurse  
Facial tissue

Behavioral ObjectivesActivities

Discourage unsightly nose picking. (Suggest child keep his hands in his lap if he is not working.)

Show what can happen if you get facial make-up into nostril (sneezing, burning, swelling, etc.)

Discourage use of make-up until proper techniques are learned.

Films and filmstrips suggested by school nurse.

use correct words for conditions of hands and proper cosmetics for them

Vocabulary Development for Oral Language

hands	rough	dirty	lotion	vaseline
soft	clean	chapped	cream	

Show pictures and identify the conditions of the hands.  
Then ask, "Which picture shows rough hands?" etc.

Find pictures of rough or chapped hands.

(Roughness may be illustrated by cutting a hand out of sandpaper.)

Discuss causes of roughness and mention that it can be prevented by use of lotion or cream. (If unable to afford lotions or creams, ask parents to provide vaseline.)

Discuss reasons for having clean hands when eating or handling food.

Review washing techniques and application of lotion.

Show pictures of nice, clean hands and dirty, rough hands.

Describe the care each set of hands received.

Show pictures of beautiful hands with manicured fingernails.

Review care of fingernails.

See that each student has necessary equipment to care for his fingernails. (These may be articles in own Grooming Box or articles available from room manicure set.)

Demonstrate what rough hands will do to delicate clothing.

Films and filmstrips suggested by school nurse.

Vocabulary Development for Oral Language

use correct words related to feet and their care

feet	toe	trim	cut	bunion
foot	toenail	corn	file	

Find pictures of feet.

Demonstrate the washing of feet using a doll. Give students time to wash doll's feet.

Show how to trim toenails.

care for feet with supervision

Instructional Aids and Materials

Films and filmstrips

Pictures showing various cond., ons of hands  
Bottle of lotion, jar of cream and jar of vaseline

Magazines  
Hand cut from sandpaper  
Lotions  
Creams

Pictures of clean hands, pictures of rough,  
dirty hands  
Pictures of hands with manicured nails  
Materials needed for nail care  
Sandpaper hard, pair of hose or other delicate  
clothing  
Films and filmstrips

Pictures of feet  
Flannel board foot with removable parts  
Plastic pan, doll, wash cloth, soap,  
water

Scissors

## Behavioral Objectives

### Activities

Caution against buying shoes too small.

Ask nurse to discuss diseases of the feet and how to prevent them.

use correct words for conditions of skin and its care

skin	smooth	soap	bath tub	facial tissue
clean	rough	towel	<u>lotion</u>	cream
dirty	chapped	bathing	wash cloth	

Real articles whenever possible  
Pictures to illustrate conditions of skin

Vocabulary Development for Oral Language

Look for pictures of materials used in skin care. Identify each material. Make a booklet from pictures, save them for future identification or use them for bulletin board display.

care for skin with supervision

Review correct way to wash hands and face, then show how to dry hands and apply lotion to prevent chapping.

Review correct procedure in taking bath. (Stress that bathing is a private matter and should be done with the bathroom door closed.)

Demonstrate cleansing of skin using cream and facial tissue or cream and soft cloth.

Ask your public health officer to visit the room. Ask him to bring individual containers for germ growth. (Let students touch inside of box, breathe into the box, etc. Close tightly and watch bacteria form.)

Mention the need for own towel and wash cloth to prevent spread of germs.

Ask nurse to discuss common skin disorders and how they can be prevented.

use correct vocabulary when discussing menstrual care

belt — put on belt  
deodorant — put deodorant on napkin  
napkin — place napkin properly, change napkin regularly  
bathing — wash or bathe carefully during this time  
Wrap napkin carefully and put in waste basket.  
Period cramps

Vocabulary Development for Oral Language and Understanding

Actual articles  
Note: Talk with mother regarding procedures practiced at home. Ask mother to report to teacher when period starts

Slides, Clausen and Roach

care for self during menstrual period with reminding and help

Have each girl bring a box of napkins and belt to school to leave in her locker.  
Label box with girl's name and place in locker.

Ask each girl to bring a change of underclothes in case it is needed. Label and place in locker.

Ask nurse to talk with girls regarding personal hygiene during menstrual period.

Set aside an area of the room (hidden by screen) so the girls can demonstrate the

## Instructional Aids and Materials

Clippers  
School nurse

Real articles whenever possible  
Pictures to illustrate conditions of skin

Wash basin, soap, towel, lotion

Wash basin, soap, towel, doll, wash cloth

Facial tissue, cream, cloth

Public health officer  
Containers for germ growth

School nurse

Napkin and belt

Change of underclothes

School Nurse

Large doll, napkins, belt, water, washcloth

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## Behavioral Objectives

### Activities

- correct care of self during period, using a large doll.  
Encourage participation in school activities except when she has cramps.  
Show films shown to Sixth Grade Girls.  
Show other movies suggested by coach or school nurse for boys.  
Check all unpleasant odors. Take individual girl to restroom and supervise while she washes properly, deodorizes pad, changes napkin and disposes of it.  
Explain the odor to her. Mention that people do not like to smell this odor.  
Repeat this procedure with each student until the odor is not present.

use words which describe the hair and its care

hair	trim	detergent	beauty school
comb	clean	cut	curlers
brush	healthy	bobby pins	dandruff
set	tease hair	dryer	For Girls Only
shampoo	rollers	beauty operator	

care for hair with reminding and supervision

- Find pictures of well-groomed hair. Discuss how the hair was cared for.  
Make a bulletin board showing hair styles suitable for young ladies. Tell how the hair was cared for.  
Find pictures of articles needed to care for hair. Put pictures on bulletin board.  
Comb hair in front of mirror.  
Ask beauty school to send students to give demonstrations on shampooing, brushing, curling, etc.  
Get hair dryer for room so hair can be shampooed and styled each week.  
Ask beautician to give demonstration on combing and brushing of hair.

- Show how to clean comb and brush. (Place both in basin or lavatory. Add about a teaspoon of detergent. Pour hot water over comb and brush. Let set about 15 minutes or overnight. Brush out stubborn dirt with old toothbrush.)  
Make certain that each girl has a comb and brush for her Good Grooming Box.  
Discuss reasons why hair should not be combed in public places.  
Show pictures of well-groomed hair and hair in curlers. (Suggest that young ladies not leave home when hair is in curlers.)  
Discuss dandruff and what causes it. Find pictures showing dandruff, or add it to dark clothes using white tempera paints.  
Set off a special corner for hair grooming.  
Put up a screen with sign, "For Girls Only."

rest when reminded

## Instructional Aids and Materials

- soap, wash basin  
Movies  
Movies  
Supervised menstrual care in restroom as needed

As many actual objects as possible  
Pictures of the other objects

- beauty school  
curlers  
dandruff  
For Girls Only  
beauty operator

Pictures of well-groomed hair  
Pictures of hair styles suitable for teenagers

- Pictures of articles used in hair care  
Mirror, comb  
Students from beauty school

Hair dryer  
Beautician

- Basin  
Detergent  
Old toothbrush, comb, brush  
Comb  
Brush  
Pictures of well-groomed hair, hair in curlers  
Pictures illustrating dandruff  
Screen  
Sign, "For Girls Only"

Note: If students seem unusually tired for periods of time, talk with parents concerning sleep habits.

## Behavioral Objectives

### Activities

Bring clock to room. Set the clock at the time teenagers should go to bed and get up. Show pictures of happy and grouchy people. Decide which ones we would want for friends. Ask school nurse to talk about need for sleep. Show movies and filmstrips suggested by school nurse.

### Instructional Aids and Materials

Stock  
Posters of happy and grouchy people  
School nurse  
Movies

#### Filmstrips

Note: It is time to start developing an understanding the need for medical care and hospitals. Visit a doctor's office or ask someone from the Medical Association to tell the class how doctors make us well and to stress that medicine is taken under doctor's orders only. Visit a hospital, if possible. Ask a nurse in a white uniform to come visit and talk about hospitals and how they care for us.

## Eating and Table Manners

The learner will be able to:  
use the right vocabulary  
for eating

meal	drive-in	vegetables (names as needed)
lunch	fork	fruits (names as needed)
dinner	spoon	meats (names as needed)
breakfast	knife	salads (names as needed)
cafeteria	custodian	desserts (names as needed)
restaurant	cook	

get ready for lunch when reminded

Review reasons for having clean hands when eating.

Review correct procedure for washing hands.

Practice lining up and staying in line while washing hands and waiting for others to finish.

Give lots of opportunities for washing hands so students will form habit of washing when hands become dirty.

Stress quiet talking in line and in cafeteria.

eat all food on tray

Make posters showing a well-balanced breakfast, lunch, and dinner. Collect pictures of foods eaten for lunch and sort according to fruits, vegetables, meat or main dish, salads, desserts, drinks.

Box labeled for each category (shoe boxes etc., down or hosiery boxes make excellent storage units.) Paste a picture and the word for each category on top of box

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Invite the cafeteria supervisor to speak to your class and explain how she plans meals.

Visit your local dairy association for excellent pictures showing the different foods we should eat each day.

Talk about the foods we will have for lunch. See if foods from each food group are being served. Explain that well-balanced meals keep us well. Encourage students to eat all food on tray.

Make a monthly school lunch booklet. Find pictures of the foods you ate for lunch. At the end of the week, check your booklet against the school menu to see if you have eaten properly.

Visit the cafeteria for short tours, meeting the cooks to learn how they plan and prepare the meals.

use knife for cutting in sawing fashion

Demonstrate correct use of knife.  
Take turns showing your friends how to cut with a knife.  
Borrow a churn and get carton of cream from local dairy association (Most will donate it.) to make butter. If churn is not available a quart jar may be used. Put the cream in a jar, screw lid on tightly and shake. When butter is made, drain off milk and work out excess milk using butter paddle or spatula. Add salt to taste and refrigerate. (Sometimes grandmothers are happy to visit school and show the students how to make butter.)  
Next day, let girls make pancakes from pancake mix. (This can be cooked in electric skillet or hot plate and skillet, if stove is not available.)  
Serve the pancakes to the boys to be eaten with butter and syrup.  
Demonstrate correct way to cut butter and the pancakes.

identify and use proper utensil when eating meat, soup, dessert, etc. with reminding

Matching Games: Have set of plastic spoons, forks and knives.  
Find pictures of foods we enjoy. Match the food with the correct-eating utensil.

Speech Improvement Game: Teacher: "What silverware do you use when eating ice cream?" Student: "I eat ice cream with a spoon, etc." Make posters showing foods we eat with fork, spoon and knife.  
Identify foods and silverware.

eat at a reasonable speed most of the time

save dessert until end of meal

Cafeteria supervisor

Field trip to local dairy association

Paper, paste  
Magazines  
Lunch menu  
Tour of school cafeteria

Churn:  
Cream

Spatula or butter paddle  
Salt  
Stove or electric skillet  
Or hot plate and skillet  
Butter, syrup

Note: Don't forget to brush teeth after eating

Plastic set of silverware  
Food pictures

Food pictures  
Trays

Carefully supervise eating habits in school cafeteria.  
Remind students of proper procedures in the dining area, but not to the point that he is ridiculed by other students in dining room. Call attention to bad eating habits when you return to classroom.

Set up mock cafeteria in room. Make trays using cardboard and butcher paper. Find pictures of the foods for each meal (enough pictures for each student).

Trays drawn on butcher paper or cardboard  
Pictures of foods served in cafeteria

## Behavioral Objectives

### Activities

Select two persons for cooks. Let them put the pictures of the foods on the trays. Let each student get his tray and march to the table. Talk about the foods on tray and which ones we eat first. Identify the dessert and leave it until all other food on tray is eaten.

wipe mouth when necessary  
with occasional reminding

(Note the students who need practice in cleaning mouth, chewing, etc.)  
Discuss ways to keep mouth clean.

Let students eat finger foods, watching self in mirror, so he will be aware of dirty mouth. Demonstrate eating slowly, with mouth closed pointing out that the food cannot get on the mouth and face if we chew with mouth closed.  
Remind students to use napkin frequently in dining area. In room look at pictures of persons with dirty faces and clean faces.  
Decide which ones we would want for friends.

Have a room check to see how many students have clean mouths when they return to room. Give students time to wash face when brushing teeth.

scrape and return eating utensils

Observe students in cafeteria, noting area in which they need practice.  
Set up mock cafeteria in room with area for scraping trays.  
Demonstrate correct way to scrape tray for those having difficulty.

clean up table after eating

Demonstrate cleaning table by brushing spilled food onto tray with napkin before leaving table. Put paper on table in room for student practice.

report and clean up spills

(This will be an excellent opportunity to involve your school custodian.)  
Invite custodian to tell how he keeps the cafeteria clean.  
Get a broom, mop, and dustpan for room use. Practice sweeping floor each day and mopping floor at least once per week.  
Learn where mop is kept in school cafeteria.  
Assign a helper to clean up any spills at our table during lunch. Encourage the custodian to allow students to help him clean up spills in the cafeteria (especially good for boys).

set table

Draw a place setting on butcher paper.

### Instructional Aids and Materials

(Girl Scouts and Campfire Girls will help find pictures.)

Finger foods  
Mirror

Pictures of clean and dirty faces

Helper to check faces

Mock cafeteria with area for scraping trays

Napkin  
Tray, small pieces of paper

School custodian

Broom  
Mop  
Dustpan

Note: Call custodian by name and be respectful to him and his job  
Custodian may consent to allowing TMH boys to mop school cafeteria.  
If the students do a good job, they may be allowed to clean up halls and playground. If they are noisy in halls, suggest that teachers close classroom doors for short times while halls are being cleared.

Place setting drawn on butcher paper

### Behavioral Objectives

#### Activities

Practice setting table using inexpensive stainless steel silverware and plastic or melmac dishes. (Visit home to see how formal the evening meal will be. Encourage parents to consider this a daily chore-for their child.)

Practice setting the table without the drawn place setting.

#### prepare and cook simple meals with help

Make a bulletin board using articles needed for measuring ingredients. Practice the use of measuring cups and spoons many times before trying to cook any food. Use individual measuring cups to begin. Select a recipe to make and measure ingredients many times before mixing: measure sugar, put back into container; measure sugar again, put back into container, etc. Plan simple lunch to prepare and eat in the room one day per month. (Students pay lunch money to room fund to buy foods. See Simple Meal Recipes in Suggested Materials following skill area.)

(Make a simple recipe book to take home so parents will know what students have been cooking at school. Use pictures and illustrations so students can understand it.) Contact your school cafeteria supervisor for supplies she can share with you!

Take a field trip to a grocery store to buy needed foods for the meal. Cook the foods using stove, electric skillet or hot plate.

Have a room party and prepare chocolate milk with instant mix or cold drink mix. Invite another room to attend.

Prepare sandwiches and gelatin dessert for special holiday party.  
(Be sure the foods you prepare are simple and will be good to eat.)

#### serve meals with supervision

Practice proper procedures for serving cookies and punch at party. Practice serving a meal cooked in room. Practice passing food at the table.

Have open house and invite parents. Prepare and serve refreshments to the visitors.

### Care of Clothes

The learner is able to:

select seasonal clothing with supervision

### Instructional Aids and Materials

Stainless steel silverware, plastic or melmac dishes

#### Various measuring cups and spoons

Measuring cups and spoons  
Ingredients to measure

Note: Boys may help if they wish. This is a good opportunity to show that meals must be paid for when you eat out.

The lunch may be the same price as cafeteria meal so students may be given a choice of food with each individual dish being priced as in public cafeteria.

#### Chocolate milk mix or cold drink mix

Bread, sandwich meat, mayonnaise  
Gelatin

Dishes for serving  
Napkins

Refreshments  
Note: Encourage parents to allow students to prepare and serve simple foods at home

Review Vocabulary Development for Oral Language on Intermediate Level with any student who is having difficulty remembering the names of his clothing.

Make posters showing hot, cold, rainy, and windy weather clothing. Make clothing booklets for each season.

Talk about clothing we wear for different weather conditions.

Posters illustrating various kinds of clothing  
Paper, paste, catalogs

### Behavioral Objectives

#### Activities

#### Instructional Aids and Materials

care for own clothes  
with supervision

Review hanging up garments when arriving at school.  
Discuss ways of caring for all clothing.

do simple washing and  
ironing with supervision

Do simple laundry in lavatory (bring few clothes from home).  
Do simple washing in washing machine. (Develop a vocabulary as needed  
for washing. You may want to teach the names of some of the new  
materials which can be washed and dried in dryer.)  
Keep an iron and ironing board set up at all times. Separate from rest  
of room with screen so it can be used in case of accident.  
Iron flat materials (pillow cases, dish towels, etc.)

do simple sewing with  
supervision

Set up a sewing corner with sewing machine for simple stitching.  
Encourage students to sew on buttons and sew up ripped seams.  
Do simple embroidery.  
Have sewing cards for students who have difficulty working with small  
needle and thread.

Coat racks, garment  
Note: Make parents aware of dressing skills  
practiced at school and ask for  
cooperation at home

Garnets from home  
Fabric softener, detergent  
Washing machine  
Ironing board  
Steam iron  
Note: Encourage parents to allow students  
to wash and iron simple pieces

Sewing corner with sewing machine  
Needles, thimble, assorted colors of thread  
Note: Make parents aware of sewing skills  
taught and encourage them to provide  
similar activities at home

## Self-Help Suggested Sources for Materials and Equipment

### A. Dajzer and Company, Inc.

Educational Teaching Aids Division  
159 West Kenzie Street  
Chicago, Illinois 60610

### Eta Best Vests for Dressing Skills

Dressing Frames (lacing, hooks and eye, large button, small button, zipper, compression snap, bow tying, buckling)

Doll House  
Doll Furniture

### R. H. Stone Products

18279 Leveinois  
Detroit, Michigan 48221

Solid Maple and Birch doll house furniture — very sturdy available in living room, bedroom, dining room, kitchen and bathroom  
Helpmates, buckle, button, zip with tie-on hood

### Creative Playthings Inc.

P. O. Box 330  
Princeton, New Jersey

Dress-Me Doll (for older children)  
Bendi Baby (molded foam rubber)  
Doll Clothes  
Sew So Boards (Masonite) with laces

### Childcraft Equipment Co.

155 East 23rd Street  
New York, New York 10010

Rubberoid doll  
Wooden family  
Aluminum Luncheon Set  
Housecleaning set  
Kitchen utensils  
Open top doll house

Childcraft stove  
Childcraft refrigerator  
Childcraft sink  
Childcraft cabinet  
Table Top Ironing set (ironong board with hardwood iron)

American Guidance Services Inc.

Publishers Building  
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Developmental Learning Materials

3505 N. Ashland Avenue  
Chicago, Illinois 60657

Cuddly Kit (put together pet - snaps, buckles, etc.)

Superboard Lacing Cards with laces

Community Playthings

Rifton, New York 12471

- Doll House (3 styles)
- Doll House furniture (6 rooms)
- Vinyl dolls with clothes
- Chase dolls (for bathing)
- Flagg Flexible Doll Family (5 members)
- Aluminum Kitchen Set
- Child-size tea set for four

Books and Pamphlets

Jones, Marion, How To Tell the Retarded Girl About Menstruation.  
Neenah, Wisconsin: Kimberly-Clark Corp.

Grayson, Marion F., Let's Do Fingerplays.  
Washington: Robert B. Luce Inc., 1962

Scott, Louise Bender and Thompson, J. J., Talking Time  
St. Louis: Webster Division, McGraw-Hill Book Company, 1951

Scott, Louise Bender and Thompson, J. J., Rhymes for Fingers and Flannelboards.  
St. Louis: Webster Division, McGraw-Hill Book Company, 1960

Carlson, Bernice Wells, and Gingland, David R., Play Activities for the Retarded.  
Nashville: Abingdon Press, 1961

Cline, Kathy, "A Symbol Cookbook Program," Teaching Exceptional Children,  
Summer, 1969, pp. 101-105.

Bare, Claire, Boetke, Eleanor and Waggoner, Neva, Self-Help Clothing for Handicapped Children and Adults.  
The National Society for Crippled Children and Adults, Inc. 1962, 84 pp.

Books for Students in School Library

Doorly, Ruth K., Our Jimmy

Westwood, Massachusetts: Services Associates (Box 224, 02090) \$3.95 and 35¢ postage  
Two parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"

Interesting, illustrated pamphlet of little retarded boy telling about retarded people. 5¢ per copy  
Lee County Association for Retarded Children  
2570 Hanson Street  
Fort Meyers, Florida

Music (Quiet and Action) Books and Records

Gingland, David R. and Stiles, Winifred, Music Activities for Retarded Children: A Handbook for Teachers and Parents.  
New York: Abingdon Press

Ginn and Company  
The Kindergarten Book  
The First Grade Book (enlarged edition)

Silver Burdett Company  
Making Music Your Own K  
Making Music Your Own (First Grade)

May's Music Company  
514 Central Avenue S.W.  
Albuquerque, New Mexico 87103  
Bowmar Records and many others available. (Write for catalog)

Manners Can Be Fun

Summit Industries  
P. O. Box 415  
Highland Park, Illinois

Films and Filmstrips

International Communication Films

A Division of Doubleday and Company, Inc.  
1371 Reynolds Avenue  
Santa Ana, California 92705

Sleepy Heads (shows that animals and children need plenty of sleep)

A Thousand Eyes (shows proper care and protection of eyes)

Society for Visual Education Inc.

1345 Diversey Parkway  
Chicago, Illinois 60614

Personal Cleanliness Record Films

1. Washing Your Hands and Face
2. Brushing Your Teeth
3. Washing Your Hair
4. Trimming Your Nails

San Mateo Public Schools

San Mateo, California

Slides and Teacher's Guide - "Time to Grow Up"  
Sara Clausen and Antoinette Roach

Simple Recipes

National Dairy Council  
Chicago, Illinois

Write for "Cooking Is Fun" (pictorial cookbook with simple recipes)

In setting up recipes for cooking with TMH, read the directions to them or set up recipe using picture of each step and ingredient used. Constant supervision is necessary.

### Peanut Butter Kisses

Mix 1 cup Peanut Butter, 1 cup jam and 2 cups powdered milk.  
Roll into a log.  
Cut into rounds or squares, or roll into balls.  
Chill and eat.

### Butter Cookies

(Dough can be rolled in wax paper and kept in refrigerator to slice and bake as desired.)

Cream  $\frac{1}{2}$  lb. butter and 4 tbsp. powdered sugar.

Add 1 tbsp. vanilla, 1 cup flour,  $\frac{1}{2}$  teaspoon salt and mix well.

Add another cup flour and mix well. Put dough in refrigerator for 10 minutes to set.  
Make small balls of dough around nuts if desired. Cook in slow oven 325°, until golden brown. When cool, put in plastic bag with powdered sugar and shake.

### Peanut Butter Cookies (makes 4 doz.)

Blend  $\frac{1}{2}$  cup shortening and  $\frac{1}{2}$  cup peanut butter.

Slowly add  $\frac{1}{2}$  cup white sugar and  $\frac{1}{2}$  cup brown sugar. Cream well.

Sift 1 cup all-purpose flour,  $\frac{1}{2}$  teaspoon soda and  $\frac{1}{4}$  teaspoon salt.

Add 1 egg to the shortening and sugar mixture.

Slowly add dry mixture.

Roll into balls and place on baking sheet.

Press each cookie with fork to flatten.

Bake at 350° F.

### Oatmeal Cookies

Sift  $\frac{3}{4}$  cup flour, 1 teaspoon baking powder,  $\frac{1}{2}$  teaspoon salt,  $\frac{1}{2}$  teaspoon cinnamon together.

Cream  $\frac{1}{2}$  cup shortening and  $\frac{1}{2}$  cup sugar until smooth. Add 1 egg to shortening mixture.

Add  $\frac{1}{2}$  cup raisins.

Stir in  $\frac{3}{4}$  cup oatmeal. Drop by teaspoon on greased cookie sheet.

Cook about 12 minutes (until brown) in 375° oven.

Cool on rack and store in closed container.

### Sandwich Suggestions

1. Mix peanut butter and jelly.

2. Cream cheese and pineapple.
3. Lunch meat with mayonnaise.
4. Lunch meat with mustard.
5. Mix peanut butter and strawberry jam

### Breakfast

#### Tasty Oatmeal

Combine 1 cup milk, 1 cup water and  $\frac{1}{2}$  teaspoon salt in saucepan.

Bring to a boil.

Slowly add 1 cup quick cooking oatmeal and cook for 1 minute.

Remove pan from stove and cover with lid. Let stand for a few minutes and add  $\frac{1}{4}$  cup of raisins.

#### French Toast

Break one egg in shallow bowl and beat lightly.

Add  $\frac{1}{4}$  teaspoon salt,  $\frac{1}{2}$  tbsp. sugar,  $\frac{1}{4}$  cup milk and stir.

Heat butter or margarine in skillet.

Dip a slice of bread in egg mixture and brown on both sides in hot butter or margarine.

Eat with apple sauce, jelly or syrup.

#### Salads

(Get ice cream cups from cafeteria and make individual salads.)

1. Lime gelatin and carrots
2. Orange gelatin and carrots
3. Red gelatin and fruit cocktail
4. Red gelatin and miniature marshmallows
5. Lime gelatin with colored miniature marshmallows
6. Cream cheese and gelatin, beat until frothy. Add fruit cocktail.
7. Cabbage and apple (finely chopped) mixed with mayonnaise
8. Put mayonnaise in hollow of pear or peach halves. Top with grated yellow cheese.
9. On lettuce leaf, put pineapple slice with cottage cheese and cherry in center.

#### Instant Desserts

1. Fruit cocktail with whipped cream
2. Instant puddings made with milk
3. Frozen cookies to be sliced and baked
4. Cake mix to which water is added (mix and pour in cupcake fillers and bake)

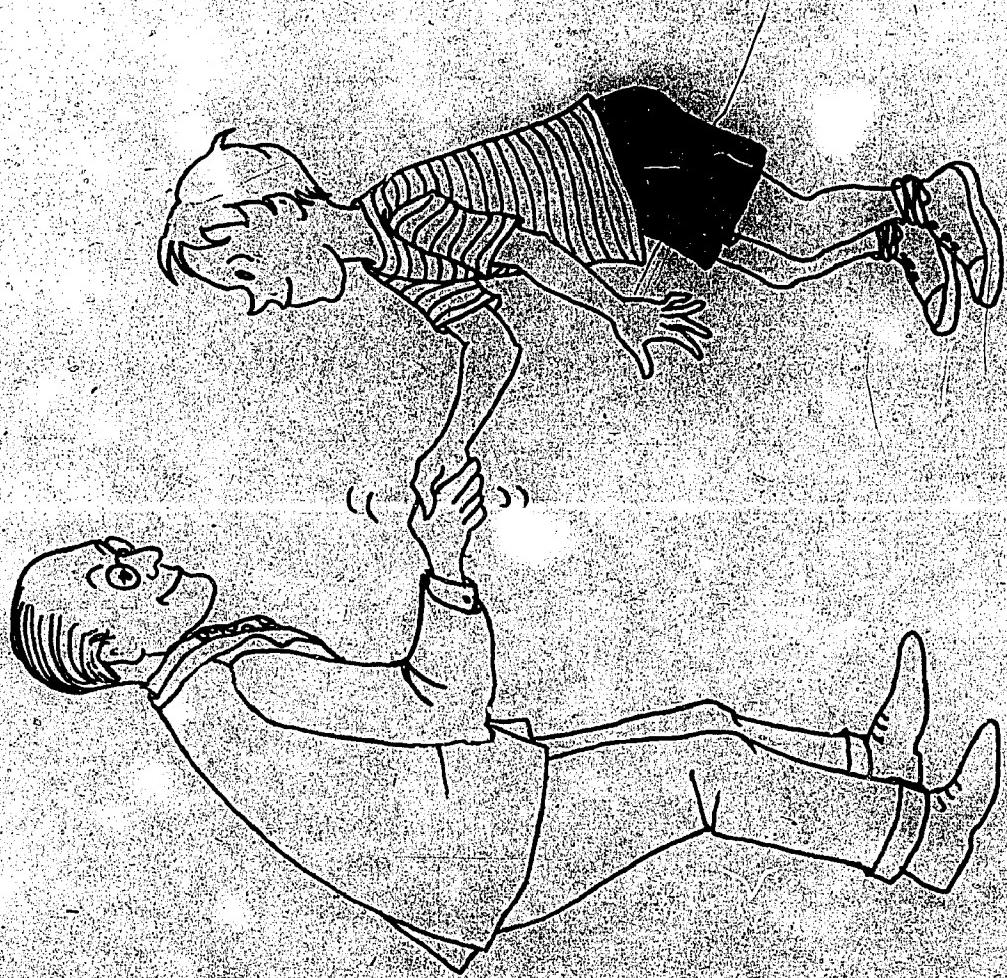
A Meal in One

1. Hot Meal -

Grease skillet and put in  $1\frac{1}{2}$  pounds ground beef, 3 medium potatoes (sliced), and 2 onions sliced. Add salt and pepper and cover. Cook slowly for 2 hours. Serve with catsup.

2. Quick Meal

Heat one can of mushroom soup. Slowly add  $\frac{1}{4}$  cup milk. Cut cooked ham in small pieces and add 1 cup of ham to mixture. Season with salt and pepper. Serve over buttered toast.



SOCIAL  
COMPETENCY  
SKILLS

## SOCIAL SKILLS

The importance of helping the TMH pupil build a foundation for skills of social competence cannot be overemphasized. In reviewing the reasons for failure of many TMH to make satisfactory life adjustments, research indicates that inability to make suitable adjustments to group situations at work and at play heads the list.

The teacher must keep in mind the ultimate goals of the TMH program, namely, achievement of maximum independence and economic usefulness. Even on a primary level the teacher must initiate skills, such as taking directions and completing work, which will eventually enable the child to get along on the job no matter how remote the latter possibility appears. The teacher must develop in the student a desire to be a cooperating member of a group or community; develop an understanding for the rights and property of others; develop skills necessary to give the student a feeling of security and belonging in group situations; and develop attitudes and relationships regarding boy-girl behavior.

C.A. 5.0 thru 8.11  
M.A. 2.0 3.11

Activities

Instructional Aids and Materials

- Note:** Children learn from concrete experience. Actual objects and experiences should be used when possible. These objects and experiences should be a part of the daily plan. (See Suggested Materials at end of skill area.)
- Children learn when presented with alternatives. Problem-solving situations should be presented regularly. Social Skill is very important on the job.

Group Relations

Awareness of Self

The child will be able to develop an acceptable self-image

Vocabulary for Oral Language Development

head	mouth	teeth	arm	foot
eyes	nose	lips	hand	knee
ears	tongue	hair	leg	shoulder
				Mannequin pup.
				Instant-type photographs of each child

Child may or may not be able to say these words on command; will be able to point to body part named.

"If you're happy and you know it." Song

Divide class - count boys and girls.

Separate photographs into boys and girls.

Draw entire body on brown paper; fill in parts, color.  
Separate boys and girls, and place around room.  
Draw self portrait.  
Chalk board drawings.

Talk about boy's clothes, girl's clothes.

Look through magazines for girls and boys.

Find girl's clothes and boy's clothes; make bulletin boards of these; make card games to classify and sort pictures.

(For continuing see Body Image Unit Appendix)

Brown paper, crayons, scissors

Drawing paper, crayons  
Chalk, chalkboard

C., magazines, scissors  
Oaktag for chart or for card games

## Behavioral Objectives

### Activities

#### Instructional Aids and Materials

recognize name when called  
recognize name on card

Greet child by name.  
Play games requesting child to do something when his/her name is called or later when name card is held up.

Make name cards; place around room for children to find.  
Label Grooming Box, hanger, chair and other appropriate objects with child's name.

Match name cards.  
Play "Do What I Do."

recognize family members

Discover members of family; be sure you know names of family members.

Role playing; playing in doll corner with rubberoid models.

know he is a member of a family  
tells names of his/her own family  
point to community helpers when named

mother	sister	driver	grandpa
father	teacher	cook	doctor
brother	custodian	grandma	principal

#### Vocabulary for Oral Language Development

baby	policeman
fireman	

Have children point to pictures when named.  
Put on hats of different helpers.

#### Getting Along With Others

The child will be able to:  
play with one other child in parallel play  
share with responding and supervision

Help two children to share a toy and to play together.

Set up play areas - doll corner, kitchen, sand box, etc.

Have toy shelves where children can help themselves and replace in proper position on shelf.

Preston Corp. - Sand and water table, toys for playing, furniture, rug, dishes

### Activities

Let children know that you will mediate disputes.

Bring something to talk about with group.

Help other children with  
reminding

Learn to take turns

Show toys, bicycles, wagons, etc.

Rhythm Band. Take turns using different instruments. Try to get across  
the idea that things in school are for everyone to use.

Learn "yours" and "mine"  
with help

Recognize own property  
with help

### Taking Simple Directions

Child will be able to:  
Follow teacher's directions

### Instructional Aids and Materials

Seek help from parents, P.T.A. and other  
sources for classroom equipment.

Toy cars, several of each type

Large blocks - Creative Playthings

Encourage children to report needs and accidents. Respond to attempt  
to communicate.

Child will be able to:

Toys, bicycles, wagons  
Rhythm instruments

### Vocabulary for Oral Language Development

Please pick up \_\_\_\_\_

put away \_\_\_\_\_

get me \_\_\_\_\_

give me \_\_\_\_\_

respond to teacher  
complaint

accept reprimand

March  
Run

Hop  
Jump

Move over  
Get out of the way

safety.

Note: These are important learnings for child's

Note: Child should be subjected to some  
criticism situations so he learns to take  
it without "falling apart."

Note: This is particularly important on the job.  
Child should be subjected to some  
criticism situations so he learns to take  
it without "falling apart."

Note: Make bulletin board of all these direc-  
tions. Have pictures illustrating them.

Have child respond to taped directions.

Make a tape recording  
Tape recorder

### Behavioral Objectives

### Activities

Have child follow directions on record.

Modified safety games  
The Hammer in the Bell

Ask for help

### Safety - Home and School

The child will be able to:

#### Vocabulary for Oral Language Development

STOP	WALK	BIG CAR	DON'T TOUCH!
MOVE	UP	CUT OUT OF THE WAY	

go up and down steps (two feet per step if necessary).

open and close doors carefully

walk in school

respond to fire drill

use scissors carefully with supervision

keep pencils and other sharp objects away from eyes and other body parts of self and others with supervision

walk carefully on slippery floors or steps

### Instructional Aids and Materials

Record Listening and Mowing  
Educational Activities

Try to simplify as much as possible; don't expect children to remember words but may get sequence of game

### Safety - Home and School

Practice for Oral Language Development

STOP	WALK	BIG CAR	DON'T TOUCH!
MOVE	UP	CUT OUT OF THE WAY	

Practice going up and down stairs

Play "Johanna" take turns

Discuss walk on school so will not slip and hurt self or others

Regular school fire drills, practice

Know E.N.T. where we go when to return

Role-play proper way to carry scissors & hand them to others

Demonstration and practice  
Review saying

Safety film

Left hand scissors, etc available from Preston Corp  
Make teacher helped scissors available from DLM

See Perceptual Motor Development Skill Area  
walking exercises would be useful, mat for wiping feet

Activities

## City Fingerplays

Walk properly in halls.

Walk to and from classroom to bus.

Stay away from hot surfaces such as stoves, heaters, etc.

Put hands, don't peelings in waste basket

Get on bus one by one with reminding

Remain seated in bus with reminding

Keep hands in bus with reminding

Wait for bus to stop before starting to get off with reminding

Cross street with supervision

## Police visit

Safety for 1. visit, demonstration  
2. outside, practice crossing street  
Visit police station, have police help

## Fingerplays

Take "car" make car start "Drive" around room. Practice crossing the street.

The child will be able to:  
green teacher with "Hi" or other simple greetings, smileDance practice, demonstration  
Role-playingInstructional Aids and Materials

Rhymes for Fingers and Flannelboard (See Suggested Materials at end of skill area.)

## Hot Plate, pan

Banana peel  
Waste basket

## Folding chairs

Resource person — policeman  
Members of safety patrol

## Field trip to police station

Fingerplays and Action Rhymes (See Suggested Materials at end of skill area)  
Boxes, make stop sign, street light, temperaManners

Behavioral ObjectivesActivities

Imitation in puppets and dolls

Finger puppets  
Hand puppets (make from socks or paper bags)  
Doll Family

Puppets in Peabody Language Development Kit I (See Suggested Materials)  
Materials for surprise fun project.

listen for period up to 10 minutes to story, play, etc.

"I'm a Project.  
Start with very short (1 minute) story; increase length as year progresses.

learn names of classmates with help

Photographs of each child

Names

get materials with help

"Simon Says" and directions

Table MannersLeisure Activities

The child will be able to play with at least one other person with supervision.

find toy and play with it

replace toy when reminded

use playground equipment with help

paint and do other creative activities with help

Potato prints  
Finger painting  
Cut out collage  
Pantomim cutting

model clay with help

Make snakes, lizards, balls, etc. Rolling and shaping to get feel of clay.

use crayons

Crayons and drawing paper

participate in teacher-directed games where each child does same thing

Tape recorded directions

Hop like a rabbit; "Fly like an airplane."

Be sure room is set up so that toys and equipment are accessible to child

Swings, slides, climbing bars

Tempera, easel, brushes  
Large newsprint  
Potato  
Construction paper, paste, scissors

Clay

Behavioral Objectives

- Care for classroom pet with supervision  
able to sing simple songs  
able to participate in rhythm band

Activities

- Have chart of children's responsibilities.  
Use picture of child beside picture of what he/she is responsible for  
Make up simple songs about classroom.

Instructional Aids and Materials

Guinea pig, fish, child's picture, tagboard

See records listed previously

Rhythm instrument sets

Skill Area — Social  
Level — Intermediate

Behavioral Objectives

Group Relations

Awareness of Self

The child will be able to:

— recognize body parts

— develop good self-image

— recognize acceptable behavior

— recognize name card

— tell full name

— recognize that he is part of family

Review family members by generic and specific names; i.e. brother, John

name members of family

mother      cousin      brother      uncle      grandfather  
father      sister      aunt

Creative Playthings  
Rubberoid Doll Family

C. A. 9.0 thru 12.11  
M.A. thru 11

Activities

Take pictures, make bulletin board

Vocabulary for Oral Language Development

to point to list of body parts add these words.  
forehead      toes      ankle  
elbow      knee      waist  
eyebrows      finger

Use mirror to look at and identify own body parts and those of others.  
"If you're happy and you know it..."  
"Do What I Say"

draw family

photograph

Draw family.  
Photograph if possible.  
Make family book.

Bulletin board.

mother      cousin      brother      uncle      grandfather  
father      sister      aunt

Instructional Aids and Materials

Photographs

Mirror  
Grooming Box (see Self-Help Primary)

Note: Use of positive reinforcement is extremely important. The book, *Living With Children*, is recommended.  
(See Suggested Materials at end of skill area.)

Name cards  
(first, last, duplicate)  
Records, record player

See Robert Smith Clinical Teaching for the Mentally Retarded (Suggested Materials at end of skill area)

Drawing paper, crayons, magic markers

Behavioral ObjectivesActivities

- Tell story of things that happen at home.  
What activities we all do.  
Write experience chart and post with drawings making family bulletin board.
- Invite family to school activity

Is able to greet parents  
at school

Show acceptable behavior if  
when parents are at school

Try to learn the Pledge of  
Allegiance

Form a close relationship  
with teacher to form a  
bridge between security  
of home and school

Call bus driver, volunteer,  
cooker, principal, nurse,  
custodian by recognizable  
names

Recognize own desk and  
return to it

Use school materials and  
equipment cooperatively

Name community helpers  
outside of school

Make gifts for parents

Making Directions

The child will be able to:  
follow simple directions

Increase to two or three tasks to carry out. Make up games such as "Alan, put  
the green book on my desk. Bring me the red pencil."

Have children direct you and each other to do simple task.

Instructional Aids and MaterialsFilmstrips

- Tell story of things that happen at home.  
What activities we all do.  
Write experience chart and post with drawings making family bulletin board.

Filmstrip on flag

- Play games showing how to greet teacher and how to say her name.  
Play games illustrating job of these school personnel so child understands how  
school personnel help him.
- Play games illustrating job of these school personnel so child understands how  
school personnel help him.
- Start and stop all activities on command, return to desk.

RecordFilmstrip on group behavior

- Pictures of school personnel, types of clothing  
worn by each

Paste, paper, books, records

- Language Master and cards

### Behavioral Objectives

#### Activities

Tape directions for children to follow

Circle ball. Children sit in a circle, teacher calls child's name and rolls ball. Child catches ball and rolls it back to teacher.  
More complicated version involves child calling another child's name and rolling ball to him/her.

Follow teacher commands

Accept reprimand

Conversing with individual, stand up so that they begin to understand why "crosses" sometimes reprimand

### Safety

The child will be able to stay with group

Answered to questions if he becomes lost

Ask policeman to visit class. Have children tell name and address.

Train sign

Make stop sign

Make traffic light

Red means go, red means stop, yellow means be careful

Look all ways before crossing street

Take children across street crossing, practice crossing street  
Ask school patrol for help  
Police visit

Play in designated area

Know correct use of playground equipment  
When reminded

### Instructional Aids and Materials

Tape recorder, tape

Large rubber ball

Filmstrips on interaction

Note: Involve counselor in helping plan a program to help children accept criticism without withdrawing or exploding. This is very important on the job.

Policeman

Regular size stop sign

Red, green, yellow cellophane  
Electric light

Masking tape  
Models from Constructive Playthings

School patrol  
Resource person - policeman

Note: Enlist the help of the coach to show children how to use playground equipment.

### Behavioral Objectives

<u>Activities</u>	<u>Instructional Aids and Materials</u>
Follow fire drill procedure, when "FIRE" is heard.	Review procedure regularly so that when drill starts, children know what to do. Leaf "FIRE". Bell
Recognize that certain equipment may be dangerous.	Learn "Don't Touch." Safety signs
Take medicine only as directed by a known adult.	Demonstration and practice. Reinforce "Don't Touch," "Danger," and "Poison," signs.
Take medicine, candy only from a known adult.	Demonstration and practice.
Follow safety rules set by teacher or bus driver.	Demonstration, practice. Role-playing. Policeman, school bus driver, field trip on city buses
Find chair for guest.	Guest classroom procedure for greeting. Guest
Wash napkin with water, including fingers.	Role play guests Extra chairs Napkins, cups, forks, drinks, cups
To a classmate, know his name, take it.	Filmstrips on manners SVI; single concept films and projector
Want to eat until all served seated when remained.	Have snacks and parties with children seating.
Answer telephone.	Listen to callers from phone company, let them know how they can help

### Behavioral Objectives

Learn to introduce

classmates and guests

### Activities

Role play

Actual situation with principal, parents and other guests.

### Table Manners

(See Self-Help)

### Leisure Time

The child will be able to share with playmate when remained

Play simple games with all persons during

play simple matching game

use playground equipment

with help

learn to ride tricycle, bicycle

do simple drawing

mold with clay

work with toy

do simple weaving

face and other molding activities

Have puzzles available

Make potholder

### Instructional Aids and Materials

Arrange for parents to come to school so they may be introduced to class

Shelves, mannequins (Creative Playthings, Preston Corp.)

Records; follow directions with record (See Suggested Materials at end of skill area)

Oaktag, gummed pictures or other duplicated pictures - one item to a card. Keep simple.

Swing, slides, barrels, mats  
Try to arrange for some swimming activity if possible, after school if necessary

Tricycle mounted on board, bicycle

Square Dance Records (See Suggested Materials at end of skill area)

(See Suggested Materials at the end of skill area)

Silo Puzzles

Wonderweave Loom (Karbcraft Co.)  
Cardboard looms

Behavioral Objectives

do simple lacing and sewing

care for pet with regard to:

chart showing how to care for pet, pet needs.  
Who is responsible.

Animal stories.

And song, "Old Mac Donald"

simple drawing with paint, finger paint,

Finger paints, butcher paper (slick surface on one side)

Finger painting can be done by moistening paper and sprinkling tempera on it

make simple designs

Collage materials  
Ironing on scraps, leaves, between pieces of waxed paper

Activities

Have these available for practice.

Lacing boards (Preston Corp.)  
Sewing pictures  
Fish, guinea pig, rabbit or other gentle animal easy to care for  
Food, newspaper  
Cage or fish bowl  
"Who's My Mother"  
"Millions of Cats"

Instructional Aids and Materials

Lacing boards (Preston Corp.)  
Sewing pictures  
Finger paints, butcher paper (slick surface on one side)  
Finger painting can be done by moistening paper and sprinkling tempera on it  
easel, tempera, crayons, paper  
Collage materials  
Potatoes, knives, tempera

Skill Area - Social  
Level - Prevocational  
Behavioral Objectives

Group Relations

Awareness of Self in Relation  
to Home, School, Community

The student will be able to:  
 express own identity

C. A. 13.0 - 16.11  
 M. A. thru. 6.11

Activities

Instructional Aids and Materials

Vocabulary for Oral Language Development

My name is \_\_\_\_\_

I live at \_\_\_\_\_

My phone number is \_\_\_\_\_

recognize name and address  
 and telephone number

- Answer questions:  
 "What is your name?"  
 "Where do you live?"  
 "What school do you go to?"  
 "Where do you work?"  
 "What is your phone number?"

Make I.D. cards.

Many role-playing situations may be set up helping student to show how  
 s/he would act in different situations, i.e. helping mother at home, taking  
 messages for teacher, reporting accidents, telling policeman address if lost.  
 Opportunity to develop roles in creative dramatics.  
 Visits to regular classroom. Role-play.  
 Give many opportunities for student to introduce self. Invite guests to room.

Play "Guess Who"?  
 Give address and/or phone number, see if child recognizes it.

Photograph pupils in candid actions, post, discuss.

Make silhouette, color, identity.

Chart showing each student's name, address, telephone number,  
 Match first and last names.

Notes to parents  
 Language Master, cards with name and address  
 on each one

I.D. cards

Have on hand many props to be used with role-  
 playing and dramatics, i.e. policeman's hat,  
 traffic signals, old clothes, dishes, teletrainers  
 Creative Dramatics  
 Stanwix House

Oaktag, magic markers  
 Construction paper, film, instant-type camera

Brown paper, crayons, paint  
 Charts  
 Name cards

### Behavioral Objectives

#### Activities

Set up blackboard so that many activities can be matching activities - name with address, etc.

relate to community helpers

Visits to classroom by doctor, nurse, etc.  
Talk to pupils in class and on field trips.

#### Take Directions

The student will be able to:  
listen to direction and accept direction

take direction in interaction with one other child  
(teacher directed)

follow schedule set up by teacher and class  
participate in election of officers for class  
(teacher directed)

set up class rules with officers  
(teacher directed)

attempt to understand and follow rule

#### Instructional Aids and Materials

Filmstrips, bulletin boards, other materials related to helpers

Construction paper plus other materials for making bulletin boards

Have necessary props on hand

Chart of schedule  
Clock, oaktag, magic marker, pictures or photographs of student doing job listed on schedule

Chart  
Magic markers

Make chart of schedule as set up by class.  
Try to correlate with time telling for those who have some idea of time.

#### Vocabulary for Oral Language Development

election nominate candidate ballot vote

Discuss role of officers.  
Nominate.  
Make ballots.  
Hold election.  
Count ballots.

Post results on chalkboard.  
Post names and photographs of officers on chart.

Chart  
Magazines  
Photographs

Post rules on chalkboard.  
Role-play rules.  
Copy on bulletin board.  
Make or find pictures of what rules mean (or photograph if possible)

Role-play.  
Peer reprimand.

Note: Teacher should attempt to desensitize students to criticism. This makes it easier to take criticism on the job.

Full Text Provided by ERIC

## Behavioral Objectives

### Activities

Instructional Aids and Materials

follow directions of  
adult supervision

In-school work experience:  
cafeteria, custodian, messenger, helper, gardener

able to control self  
in group; i.e. temper,  
hyperactivity, in-  
appropriate laughter

handle property  
carefully

participate in money-making project to help others or to buy something class needs

Safety

The student will be able to:

earn simple rules for  
crossing street

Vocabulary for Oral Language Development

should include utensils, equipment and other things that come up in problem situations.

## Vocabulary for Oral Language Development

DON'T WALK  
STOP WALK

Bulletin board with pictures of safety rules.

Take photographs of student crossing street correctly.

earn safe use of  
step ladder

earn proper storage  
of mops

**Role-play.**  
Idea of having items out of the way, so falling over them is avoided.  
Idea of care, making things last.

Instructional Aids and Materials

**Note:** With cooperation of administration, teacher should make every effort to enlist the aid of para-professionals in the school to help with these projects. Some kind of reinforcement should be given to them.

Palomares and Bessell Human Development Training Program.  
Magic Circle  
seek help of counselor for group techniques

Children's coats, hats, books, etc.

**Note:** Teacher directed! Teacher should be on the alert to create problem-solving situations for students to resolve; several each day

Traffic light  
Traffic signs

Safety Workbook (Stanwix House)

Traffic light  
Traffic signs

Safety Workbook (Stanwix House)

Safety filmstrings

Photographs  
Step ladder

Mops, broom, other cleaning tools

Behavioral Objectives

recognize danger from broken objects on floor

Create problem-solving situations.  
Role-play — slipping on glass.

Filmstrip on how glass cuts, injuries from falling.  
Clean-up procedures.

use elevator, escalator,  
electric doors

Field trips to practice.

recognize danger of  
spilled food and water

Create problem-solving situations.  
Role-play.  
Clean-up procedures.

recognize some poisons

Role-play — help to understand.  
cleansers, ammonia, iodine, medicines.  
Films, filmstrips, bulletin board.

identify some poisonous  
plants

Pictures, films, filmstrips

avoid tampering with  
electrical outlets

Film  
Discussion  
Avoid mixing water and electricity.

learn to plug appliances  
in carefully

Practice:  
iron  
toaster  
clock  
washing machine

observe rules for riding  
in car and bus

Review Intermediate Objectives

Ride city bus many times.  
Bulletin board on rules of riding in bus and car.

recognize how  
community workers  
help him

"Who Am I?" Have visitors from different professions visit class.  
teacher  
nurse  
fireman  
librarian  
others as indicated  
bus driver  
Write letters of invitation.

Manners

The student will be able to:  
open door for guest

Role-play.  
Invite guests, parents and resource people.

ActivitiesInstructional Aids and Materials

- Glasses, plates, record that may be broken
- Filmstrips
- Broom, dustpan, waste basket
- Arrange with store to allow you to bring class before opening so can learn about these things
- Items to set up problem-solving situations
- Mops, rags, other equipment

- Pictures, films, filmstrips

- Note: Work with parents obtain money for bus trips
- Note: Have items available for teaching

Note: paper

Behavioral ObjectivesActivitiesInstructional Aids and Materials

invite guests into room

Role-play. Invite guests.  
take wraps and find chair

Have a party for class.

Invite guests for a party.

Do this first for class; then for invited guests

plan a party

call guests on telephone

plan refreshments

serve refreshments

clean up

Wash cups, clean off tables.  
Clean up trash, sweep.

remain seated until excused

bid guests goodbye

boy holds door for girls

help younger children

call friends who are home sick

cooperate and share with others

Leisure TimeRecreation, Games, and ActivitiesThe student will be able to:  
play games  
take turn as leaderSquare dances  
Round dancesCard games  
HorseshoesBeanbag games  
DramaticsSquare dance records (Educational Activities)  
*Recreation for Retarded Teenagers*  
"Show Me"

Behavioral ObjectivesActivities

act properly at library,  
museum, airport, etc.  
participate in simple  
relays

Field Trips.  
Role-play proper behavior before going on trip.

participate in recrea-  
tional athletics

Swimming, hiking, bowling, playground activities.

observe proper behavior  
at movies

Trip to movies.

Arts and Crafts

The student will be able to:  
do some creative drawing

Set up an area of the classroom where creative activities may proceed. It  
should be possible to leave unfinished projects there.

painting

make objects of clay,  
glaze and fire

weave on simple loom

woodburning

able to choose  
activity, find  
materials, seek  
help when needed  
clean up and care for

Bulletin board with procedures for clean up and care of tools.

Instructional Aids and Materials

Note: Parents should be asked to contribute  
if possible to these activities. These are  
important learning experiences for these  
children. Parents should be aware of  
desired behaviors so they can be rein-  
forced in family activities.

Paint, paper, crayons, wax paper, bottles

Tissue paper, glazes, yarn, clay, thread, leather,  
wood, tools, small kiln

Simple loom (Preston Corporation)

Note: Teacher should acquire a book on art  
activities for children. She may have  
to adapt these to abilities of TMH.  
There are many guides, some of which  
are listed in the Suggested Materials at  
end of skill area.

Woodburning set with cards for burned designs

Tool rack (Preston Co.)

Behavioral ObjectivesActivitiesInstructional Aids and Materials

The student will be able to:  
do simple dancing

listen to music, react  
to it

Music appreciation  
Rhythm dancing, dramatics.

participate in rhythm  
band

sing simple songs

Accompany on xylophone.

participate in planned  
recreation program  
outside of school.

Pets

The student will be able to:  
tell what a pet is

Bulletin board with photos of own pets; bring pets if feasible.  
Names of pets.

tell what care pet  
needs

What dog eat eats. Make chart of this.  
What cat eats.  
What bird eats.  
What fish eats.

Loving care.  
Make bird feeding station.  
Buy feed.

Concept Records (Educational Activities)

Instruments  
Matching cards  
Student's name - kind of pet - pet's name

Oaktag, photos or magazine pictures, foods of  
pets

Wood, hammer, nails, paints

**Social Skills  
Suggested Sources for Materials and Equipment**

**American Guidance Services, Inc.**

Publishers Building  
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, I

**Bell and Howell**

7100 McCormick Road  
Chicago, Illinois 60645

**Language Master**

**Bowmar Records**

available through May's Music Co.  
514 Central Avenue, S.W.  
Albuquerque, New Mexico 87103

**Creative Playthings**

Princeton, New Jersey

**Educational Activities, Inc.**

Freeport, New York

**Records:**

- Creative Music for Exceptional Children
- Simplified Folk Dance Favorites
- Honor Your Partner Albums No. 1, 2, 10, 11, 14, 26, 30
- Listening With Mr. Bunny Big Ears
- Listening and Moving
- Melody Midgets' Music for Rhythm Bands and Instruments

**Fern Tripp**

2035 East Sierra Way  
Dinuba, California 93618

**Instructo Products Co.**

Paoli, Pennsylvania  
or through University Book Store  
2122 Central S.E.  
Albuquerque, New Mexico

Negro Family Kit  
White Family Kit  
Dramatic Character

**Kathercraft Co.**  
P. O. Box 123  
Northport, New York

**Preston Corporation**  
71 Fifth Avenue  
New York, New York 10003

Perceptual Motor Skill Materials and Games

**Society for Visual Education (SVE)**

1345 Diversey Parkway  
Chicago, Illinois 60614

Filmstrips

**Stanwix House**

3020 Charters Avenue  
Pittsburgh, Pennsylvania 15204

Safety Workbooks

**Books and Articles**

Black, Dolores and Motter, Bonnie Show Me, (film and book)  
Bowling Green, Ohio: Bowling Green State University.

Carlson, Bernice Wells and Gingland, D. R., Play Activities for the Retarded Child  
New York, New York: Abingdon Press, 1961

Coleman, Jack et al., Music for Exceptional Children  
Evanston, Illinois: Summy-Birchard Co., 1967

Doll, Edgar A., The Measurement of Social Competence  
Circle Pines, Minnesota: American Guidance Services, 1953

Gingland, D. R. and Stiles, Winifred, Music Activities for the Retarded  
New York, New York: Abingdon Press, 1965

Journal of Council for Exceptional Children - ERIC  
Teaching Exceptional Children, Washington, D. C.

McIntyre, Barbara M., Inform Dramatis: A Language Arts Activity for the Special Pupil  
Pittsburgh, Pennsylvania: Stanwix House

McNeice, William C. and Benson, K. R., Through Their Hands They Shall Learn: Crafts for the Retarded  
Bloomington, Illinois: McKnight and McKnight Pub. Co.

Nagle, Avery and Leeming, Joseph, Fun With Nature Craft  
New York, New York: J. B. Lippincott, Co.

Palomares, Uvaldo and Bessel, Henry, Methods in Human Development  
San Diego, California: Human Development Training Institute, 1967

Patterson, Gerald and Gullion, M. E., Living With Children  
Champaign, Illinois: Research Press, 1960

Scott, Louise Bender and Thompson, J. J., Rhymes for Fingers and Flannelboards  
New York, New York: Webster Division, McGraw-Hill, 1960

Smith, Robert M., Clinical Teaching: Methods of Instruction for the Retarded  
New York, New York: McGraw-Hill Book Co., 1968

Train My Hands That I May Work  
Johnstown, Pennsylvania: Mafex Associates

Filmstrips and Filmloops      Picture-Story Study Prints  
Society for Visual Education  
1345 Diversity Parkway  
Chicago, Illinois 60614

Getting To Know Me  
The Child and His World  
Sights and Sounds of the Home  
Personal Cleanliness  
Community Helpers  
Familiar Animals and Their Families  
Getting Along With Others

## Suggested Songs for Primary Level

### WHERE IS THUMBBKIN?

(tune "Frere Jacques")

Where is thumbkin: (Put hands behind back)

Where is thumbkin? (Put hands behind back)

Here I am; (Bring fists forward - wiggle thumbs)

Here I am; (Wiggle thumbs)

How are you today, sir?

Very well, I thank you. (Wiggle thumbs) —

Run away. Run away. (Put hands behind back)

2. Where is Pointer? (index finger)

3. Where is Tall Man? (middle finger)

4. Where is Ringman? (ring finger)

5. Where is Pinkie? (little finger)

### IF YOU'RE HAPPY

(tune "She'll Be Coming Round the Mountain When She Comes")

If you're happy and you know it, clap your hands (clap, clap)

If you're happy and you know it, clap your hands (clap, clap)

If you're happy and you know it,

Then you really ought to show it.

If you're happy and you know it clap your hands. (clap, clap)

2. Stamp your feet

3. Wink your eye

4. Bounce your seat

5. Snap your fingers

6. Bow your head

7. Wave good-by (say "good-bye")

8. Turn around

9. Touch your toes

10. Touch your head

11. Touch your ears

12. Touch your nose

13. Touch your chin

### THIS OLD MAN

This old man, he played one;

He played nick, nack, just for fun.

Nick, nack, paddy wack, music in the air.

This old man played everywhere.

This old man, he played two:

He played nick, nack on my shoe (point to shoe)

Nick, nack, paddy wack. Music in the air.

This old man played everywhere.

## Suggested Games

### HIDE THE BASKET

1. Use any small article such as a little basket.
2. Half of the class hide their eyes.
3. The other half of the class watch where the object is put.
4. The object must be put in sight. No one must tell where it is.
5. The child who hides the object says, "ready."
6. The children hunt with their hands behind their backs.
7. When they see it, they take their seats and must not tell.
8. When all have had time to find it, the first to take his seat goes and gets the object.
9. The other half of the class hid their eyes and the one that found the object hides it.

### DOG CHASES KITTY

1. The children form a circle.
2. Give two children each a small soft object such as a board eraser.
3. They use two hands to hold the object.
4. Call one object the dog; the other, the kitty.
5. When the teacher says "Go," each child passes the object to the next child.
6. They have to take the object with both hands.
7. The object is to see how fast the dog can catch the kitty.

### DO WHAT I DO

1. Print on a card - "Do what (name of child) does."
2. The child whose name is on the card comes up and does something.
3. All the children do what he does (skip, clap, jump).
4. This is a good game to help the child recognize his name.

### I SAW

1. Have children sit in a circle with one child in the center.
2. The child in the center says "On my way to school this morning I saw \_\_\_\_\_" and imitates what he saw.
3. The children guess what he is imitating. The first to guess correctly goes into the circle.
4. If no one guesses, the one in the center tells what was imitated and chooses someone to replace him.

### DO THIS-DO THAT

(more mature children)

1. The leader says "Do this," all imitate him.
2. If leader says "Do that," those who imitate him miss.
3. Three misses and the player is out of the game.

## Arts and Crafts Pointers

- \* Always break down projects into simple steps.
- \* Move each child at his own rate rather than moving the class together from step to step.
- \* Use as little (or no) formal presentation as possible. Explain steps as you get to them; but explain simply why you do each step so they can try to see the progression and logic of the process. Use examples for presentation.
- \* Always work to see the child is satisfied with what he does.
- \* Praise sensibly, or you devalue praise.
- \* Permit the child to attempt to do things for himself.
  - assume that he can do things, but lend assistance if needed.
  - decide from the things he can't do, what can be taught.
  - assign priorities and sequence to what you want to teach; if you hop from one task to another, none may be accomplished.
- \* Keep in mind that the change, the growth of the child's mind and muscular control are of more importance than the art objects produced. It is the child's growth and satisfaction you seek, not a present you are satisfied to have him show his parents.

### Constructions

- \* Paper
- \* Paper Mache
- \* Clay
- \* Pipe cleaner animals, dolls
- \* Stuffed animals, cloth or paper
- \* Cardboard box construction boxes, toilet paper or paper towel rolls, shirt cardboard, cereal boxes, etc.)
  - horses, animals
  - houses
  - people
  - airplanes
  - boats
  - trains
  - drums (oatmeal boxes)

- \* Wood constructions
- \* Sock puppets
- \* Pot holders
- \* Peep Box scenes, table top scenes
- \* Mobiles, stabiles
- \* Salt and flour constructions (beads, pins, etc.)
- \* Yarn dolls
- \* Ojo de Dios
- \* Yarn pictures
- \* Stitchery
- \* Cardboard purse weaving
- \* Painted stones for paper weights

### Paint, Chalk, and Crayon

- 
- \* Crayon Resist
  - \* Draw around self
  - \* Stuffed paper drawing of self
  - \* Paint on crumpled wet paper
  - \* Chalk on wet paper
  - \* Painted Mural (best: background painted, then each separate figure or object painted and pasted on background)
  - \* Sponge painted mural
  - \* Wax paper mats
  - \* Melted crayon designs between wax
  - \* Collage pictures
  - \* Pictures assembled from magazines

- \* Work with color, Take one, What things are of this color? How does this color make you feel?
- \* Finger Painting
- \* Scribble to music
- \* Paint or crayon to tell about experience, person or place.

### Clay

- \* Pots (pinch, coil, slab)
- \* Tiles
- \* Sculpture - from a model (turtle, kitten) make self, with eyes closed, kinesthetically feeling clay
- \* Beads
- \* Candlestick holders
- \* Pins
- \* To finish, paint with tempera, and shellac  
Best clay is powder form as there is no storage problem  
Can sometimes obtain from local brick company

### Print Making

- \* Plasticene Prints
- \* Monoprints
- \* Tempera on folded paper (Rorschach) prints
- \* String prints
- \* Glue drop prints
- \* Potato prints
- \* Rubbing over leaves, coins, screen
- \* Inner tube prints
- \* Spatter prints

- \* Finger paint prints
- \* Stick, spool, etc, prints.

### Paper Work

- \* Woven paper mats
- \* Paper flowers
- \* Paper bag mask
- \* Paper village
- \* Cut paper mural
- \* Paper lanterns
- \* Snowflakes
- \* Kites
- \* Mobiles
- \* Christmas, Valentine, and other holiday cards and decorations
- \* Paper plate animals or wall pockets
- \* Paper sculpture animals (simple)
- \* Paper dolls
- \* Magazine cut out pictures
- \* Torn paper pictures
- \* Cut magazine picture, mount on wood block and shellac
- \* Paper chains

### Paper Mache

- \* Animals (imaginary or real)
- \* Masks over paper bags.
- \* Jewelry

\* Puppet heads over balloons

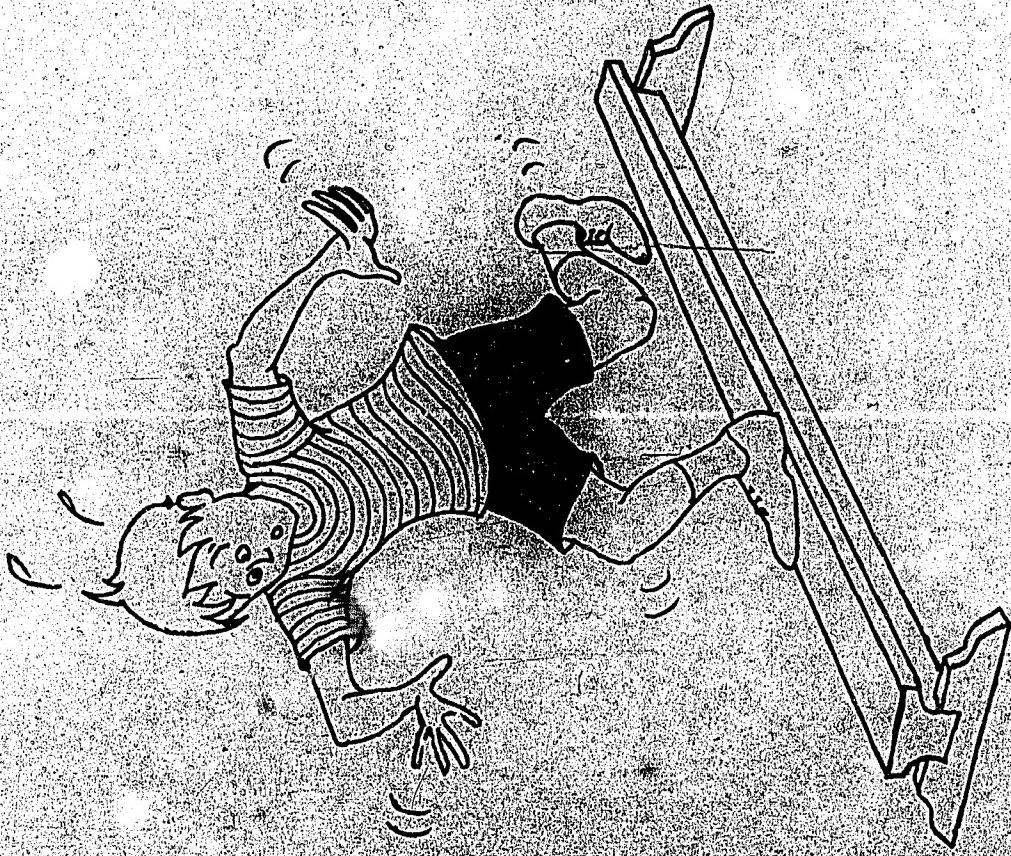
To make paper mache, mix flour and water to thick cream consistency. Dip small strips of newspaper into it remove excess and apply to balloon, wire hanger or other model. When dry paint and decorate.

Don't expect perfect results, but don't settle for disinterested sloppiness.

Some children object to the mess.

Planning is everything - have to visualize results, so there should be a model for every stage of the game. Results are very satisfying.

**PERCEPTUAL  
MOTOR SKILLS**



## PERCEPTUAL MOTOR SKILLS

The authors believe that much emphasis should be given to the development of sensorimotor and perceptual motor skills in the education of the trainable mentally handicapped. Almost without exception the TMH exhibit poor coordination, poor posture, clumsiness, lack of awareness of self in relation to objects in the environment, and other similar problems. A program that is directed, at an early age, toward the development of sensorimotor and perceptual motor skills should help the TMH develop more normal perceptions and enable them to deal with their environment in such a way as to make their deviancy less obvious. For example, carefully-programmed teaching of the use of playground equipment enhances likeness rather than difference to the normal child.

The authors are not trying to promote any particular neurological learning theory. They feel that the curriculum should be well-rounded, involving cognitive, affective, and psychomotor functions; each playing equally important roles in the full development of the individual. While research has not proved that sensorimotor and perceptual motor training are directly related to the acquisition of cognitive skills, there is evidence that success in one area enhances the possibility of success in another. Research indicated that the motor and intellectual abilities of the TMH are more closely related than in other groups.<sup>1</sup> The TMH are inferior motorically to other groups of retarded children. Cratty<sup>2</sup> does not include Down's syndrome children with TMH motorically, as the former appear to exhibit more severe motor problems, requiring special programming, than do the latter.

In recent years, there has been an upsurge of interest in physical activity programs for the mentally handicapped. Historically, programs of this kind can be found in the work of Seguin, Montessori, and Doll. Many professionals have devoted their time to step-by-step analyses of the kinds of abilities needed in the development of such skills as locomotion, agility, balance, rhythms, and games, to name a few. This research has made a significant contribution to planning programs for the TMH. Universities and other institutions have developed therapeutic Physical Education programs. Physical therapists and physical educators are combining knowledge and skills to improve these programs. The work of Newell Kephart, Bryant Cratty, and Evelyn Loewenthal should be mentioned along with others whose names and works appear in the bibliography.

The following pages list a number of suggestions to help the classroom teacher develop a perceptual motor training program. Caution is always in order, when a child with serious physical problems is placed in your class. Be sure that he is under the supervision of a qualified physical therapist and neurologist or orthopedic surgeon. When possible, work closely with other professionals to establish a good perceptual motor training program. Make a checklist for each child so you can see his progress and follow his development.

<sup>1</sup>Cratty, Bryant Developmental Sequences of Perceptual Motor Tasks (Freeport, New York: Educational Activities, Inc.) p. 2

<sup>2</sup>Ibid.

## General Program Planning

- Obtain at least one of the activity books listed in the bibliography.
- Plan activities with energy level of students in mind. The program is not meant to exhaust the students.
- Be sure that the activity is at the success level of the group. If it is not, simplify the steps.
- Use simple verbal instructions.
- Demonstrate each step as many times as is necessary. (Quality of performance, not speed, is the aim.)
- Have pictures of each step if possible, photographs may be used.
- Develop a checklist of desired behaviors and rating scale at each level.
- Cratty's developmental steps are listed at the end of the skill area.

**Skill Area — Perceptual Motor**  
**Level — Primary**

C. A. 5.0-8.11  
M. A. 2.0-3.6

**Behavioral Objectives**

Sensory Training  
The child will be able to:  
use toys provided for manipulation.

learn from interaction with environment that eyes, ears, tongue, nose, hands help him manipulate various objects.

manipulate various objects

The child will be able to:  
Identify body parts listed in vocabulary

**Activities**

**Instructional Aids and Materials**

**Note:** Many sensorimotor activities need to be included at this age. Creative Playthings — manipulative toys Some of the suggested programs may need to be adapted to the needs of the TMH — such as SRA's Detect Tactile. The material is useful but the programs of use will have to be adapted.

Manipulative toys should be available for use each day — plastic bottles with different kinds of caps.  
Opportunities for exploring the environment: walks, seeing objects in room, holding and manipulating objects.

Engage various senses with different smells, tastes, noises, sights, feelings. Use teacher-made smelling, tasting, noise, etc., sets.

Give child as many experiences as possible, with objects he can manipulate, take apart and put back together. N. C. Kephart believes that one reason children develop learning problems is lack of practice with objects encountered in everyday life. (N. C. Kephart, *The Slow Learner in the Classroom*, Dall-Sensorimotor Training Activities — See bibliography)

Vocabulary for Oral Language Development

head	hands	legs	eyes
arms	fingers	feet	

**Body Image**

**Note:** Many sensorimotor activities need to be included at this age. Creative Playthings — manipulative toys Some of the suggested programs may need to be adapted to the needs of the TMH — such as SRA's Detect Tactile. The material is useful but the programs of use will have to be adapted.

Sand box  
Water play  
Single Concept Projector  
Eyegate Sensory Film  
Loops

Screw on bottle caps  
Take apart percolator  
Push-on tops  
Egg poacher  
Nesting bowls and blocks  
Open and close drawers and doors on cupboards  
Mystory feelings

Peabody Language Development Kit  
Mannequin

Cratty, Loewendahl, Getman, Black see references in Suggested Materials at skill area.

Sensory Kit — reading development Unit (See Mershon in Suggested Materials at end of skill area)  
Detect Visual, Detect Tactile

### Behavioral Objectives

#### Activities

Respond to question  
by pointing

Ears, nose, mouth, tongue, teeth — "Where is your \_\_\_\_\_?"

identify parts in  
mirror

complete flannel  
or other simple  
figure of man  
teacher

Take-a-part Mannequin, Peabody, flannel or other. Have child put on missing part.  
Puzzles — cut up magazine picture of person or photographs of class members mounted on cardboard and made into puzzles.

color in outline  
of body made by  
teacher

Have child lie down on paper, draw around him, have him color clothes, put in eyes, ears, etc. Post around room with name card.

play Simon Says

Simon Says touch your head, eyes, etc.

respond to directions  
on record or tape

Flannel board and figures  
Note: Evaluate learnings by keeping a check-list for each child (clipboard or chart). Rating Scale may be developed also (See Suggested Materials at end of skill area) (See Body Image Unit in Appendix)

fit parts of head on  
flannel board correctly

Brown paper  
Magic markers  
Paint or crayons  
Many activities listed in P. A. S. S. Getman, the Physiology of Readiness (see suggested materials)

Review directions on record or tape carefully; have child respond to one at a time.

Have each child put pieces in proper place.

draw face with help

Flannel board  
Flannel head with separate eyes, ears, nose, mouth hair

Have child make circle for face; put on eyes, ears, nose, mouth, hair in right place.

act out finger-plays  
concerned with body  
parts

Use hand mirror to examine own face, where eyes are, etc.  
Drawing paper, crayons, magic marker  
Fingerplays and Action Rhymes (See Suggested Materials at end of skill area)

on command (with help)  
clap hands, close eyes

Have child relate one body part to another.  
Make up game, children can direct.

Observe closely to see who needs more practice

#### Instructional aids and Materials

See SRA's Inquisitive Games in Suggested Materials at end of skill area  
Gymnastic mat 4 x 6 at least

Full-length, good quality mirror

Flannel board and figures  
Note: Evaluate learnings by keeping a check-list for each child (clipboard or chart). Rating Scale may be developed also (See Suggested Materials at end of skill area) (See Body Image Unit in Appendix)

on command (with help)

"I have two eyes to see with"

Full-length, good quality mirror

clap hands, close eyes

Brown paper  
Magic markers  
Paint or crayons

Observe closely to see who needs more practice

Behavioral ObjectivesActivitiesInstructional Aids and Materials

with eyes open and closed,  
touch hand to nose, ear, foot,  
finger to head, leg, etc.

use fingers to  
complete puzzles,  
pegboard designs

dance to songs  
directing use of  
body parts (teacher  
directed with help)

complete simple  
sentences relating  
to function of body  
parts learned (teacher  
directed)

lie supine on mat and  
move body parts on  
direction (teacher  
may have to touch  
parts she wishes child  
to move for some time  
before he will be able to  
do it on command)  
i.e. passive movements

roll across floor  
with help  
crawl

walk  
run

make paper  
footprints

cut out footprints

Looby Loo  
Hokey Pokey

I see with my \_\_\_\_\_  
I hear with my \_\_\_\_\_  
I eat with my \_\_\_\_\_  
I clap with my \_\_\_\_\_

"Lift legs"  
"Sit up"  
"Lift head"  
"Lift arms"  
"Wave hands"

Teacher may have to activate child's perceptual motor involvement through  
passive and assistive movement as he develops his own abilities.

Mat  
Crawl around rope patterns on all fours.  
Walk on rope, hoop.

Seal walk — walk on hands with legs dragging.  
Follow the leader.  
Alternate crawl and walk.

Draw around children's feet on heavy brown paper.

Help child cut out footprints.

Pegboards  
Puzzles

Records (See Suggested Materials at end of skill  
area) or teacher-made tapes may have to be  
made so directions will be given slowly enough

*Listening and Moving (Educational Activities.  
Inc.)*

Child may bring shorts especially girls who can  
put them on under their dresses to use with this  
type of activity.  
Any professional assistance available from a  
physical educator or trained in therapeutic P.E.  
or a physical therapist should be welcomed.  
School systems would benefit from having  
physical therapist as a consultant.

Mat  
Rope, hoop  
Use cloth to tie ankles together  
Ladder  
Masking tape, colored construction paper

Brown paper  
Magic markers, crayons  
Scissors

### Behavioral Objectives

#### Activities

follow footprint  
patterns on floor

Place footprints around on floor so child can follow pattern.

#### Position in Space

The child will be able to:

touch body parts to  
other objects with  
help

tell front, back, top  
of head, sides of  
self with help

Help child touch hand to chair, head to wall, foot to door, etc.

Note: Keep a record of desired behaviors and

child's accomplishments. (See Suggested Materials at end of skill area)

Simon says:  
touch — side to table  
front to table  
top of head  
top of head to wall  
front to floor, etc.  
on mat — side on mat  
back on mat, etc.

Record Teacher-made tape

respond to move-  
ment directions  
with help

Bend to the front.  
Touch side of foot.

Point-to-side — move sideways, forward, backward, jump, etc.

Put colored tape on hands.  
One color for each hand.  
On mat, roll to left side with help, right side with help.

Teacher-made tapes are useful after directions  
from teacher are understood

Colored tape

begin to under-  
stand left and  
right (Bryant  
Cratty P. 19, 20)  
Feels TMH can rarely  
identify left and right  
but that this may be  
changed with exposure  
to perceptual motor  
training techniques.)

review body parts on  
teacher-made checklist

Give directions or plan other situations so you can tell how well children  
have learned the body image and position in space materials.  
Might use flannel board and figures plus some body movement.

Teacher-designed testing situation and check-  
list.  
Flannel board and figures

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

#### Balance

The child will be able to:

- walk forward
- walk backward
- walk sideways
- walk in pattern set by others
- kneel
- tiptoe

Plan activities either teacher-directed in person or on tape, and/or record directed.

Walk on patterns taped or chalked on floor.

Play follow the leader.

Play exaggerated tiptoe walking games.

use equipment  
with help

Introduce equipment. Lead children through use of equipment — engage help of aide and/or fifth and sixth graders in the school or university students.

walk up and down stairs, one at a time  
or alternating feet

Child should be encouraged to use alternating feet on steps. Lead through activity.

walk on rope, hoop

Walk on different patterns of rope.

use walking beam  
with help

Walk on hoop.

Play "look out for the alligators, don't fall in."

roll across mat

roll across segment of floor to object roll across floor to object

Place object at increasing distance from the child. See if he can orient his body to object.

roll across floor in barrel with help

Teacher will probably have to help the children through this activity.

do exercises as directed  
by teacher

Stand, bend with arms down, etc.

Note: Make checklist of desired activities; keep record for each child. Supervision will have to be given at all times at this age. An aide is very valuable to teacher with these activities.

Equipment needed:  
walking beam, wobble, tape and paper, mat, twist board, dollie or scooter board, bouncing tube, trampoline, stairsteps, barrel, rack board (most available from Preston Corporation)

Rope  
Hoop  
Balance beam

Barrel may be purchased or possibly obtained from janitorial supply house.  
Loewendahl, Cratty, Black, Getman, Frostig —  
See references in the bibliography, each one has many suggested activities.

### Behavioral Objectives

copy poses that  
teacher acts out

play statue

imitate fairy,  
elephant

use playground  
equipment with help

move legs in  
bicycle movement  
with help

operate mounted  
tricycle with help  
child in circle

### Visual Motor Coordination

The child will be able to:  
roll ball to another  
child in circle

roll ball to certain  
spot on wall

throw ball

throw ball to another  
child

develop coordination  
by playing many games  
and do many activities  
involving visual-motor  
coordination

### Instructional Aids and Materials

Activities

Hands in air, hands to floor, one hand up, one hand down, etc.  
Have pictures of action as well; see if child can follow

March in circle to music, stop music, freeze in position when music stopped.  
Record or tape Educational Activities Marches  
AL No. 11  
Radio Corporation of America - Dance a Story  
Series, Dance Records

imitate fairy,  
elephant  
Have children imitate different kinds of walk - light, heavy.

use playground  
equipment with help  
On mat, have child practice.

move legs alternately. Aide or older child move legs in desired movement.

Outdoor activities, teacher helps.  
Playground equipment  
Mat

Moving legs alternately. Aide or older child move legs in desired movement.  
Let child use mounted tricycle. Have aide or older child move child's legs  
through movement.

Tricycle mounted on board

Note: Enlist codification in administering  
Frostig Visual Perception Test.  
See Suggested Materials at end of skill  
area.

Basketball or Soccerball

Soft volleyball

Catching is not necessarily involved at this level; depends on child.

Plan for a great deal of practice with these kinds of games. Overlearning may  
enable some TMH children to play these games with more able children.

Ring Toss game  
Horseshoe game  
Bean bag game  
Pegboards, large pegs

### Behavioral Objectives

eye-hand

Fifth and sixth graders may be enlisted to help with some of these learnings as it will be necessary to supply continuous help and supervision at this level.

### Activities

participate in chalkboard activities

participate in chalkboard activities

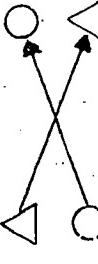
Draw line. Stay between two lines drawn on board.  
Follow dots.



green — start -go

red — stop

Copy patterns.



match actual objects

match objects drawn on board

match objects drawn on worksheets

follow dots

eye-foot:

Kick ball back and forth — two children.  
Follow lines with feet.  
Follow footsteps.

Ball

Walking beam.  
Straddle walk tape on floor.  
Push bean bag to numbers on floor.

### Instructional Aids and Materials

Cylinder blocks

Square pegboard

Geometric inserts

Lacing Boards and other Montessori type equipment may be made or purchased  
Parquetry (DLM and Preston Corporation)

Chalk

Colored masking tape

Construction paper

Objects purchased in dime store — two of each

Worksheets  
Paper and crayon  
Paper and pencil

Ball

Walking beam  
Tape  
Bean bag

Behavioral Objectives

Activities

Instructional Aids and Materials

Go over rope held by two children, initiating step to jumping rope.  
Swing rope around, children jump over it.  
Circle, kick ball — five or six children sitting in circle.  
Hopping.

Auditory Motor

The child will be able to:  
respond to signal

Buzzing response, drumming or xylophone.  
Clapping hands, stamping feet in response to sounds teacher makes imitating rhythms.

Teacher-made or manufactured cards for children to observe and respond to, with clapping or pointing to right card after teacher makes sounds on drum or xylophone or other.

Buzzer board  
Drum, xylophone  
Melody bells

Auditory Dynamic Research Perceptual Motor Development Cards (See Suggested Materials at end of skill area)

**Skill Area — Perceptual Motor  
Level — Intermediate  
Behavioral Objectives**

C. A. 9.10-12.11  
M. A. thru 5.11

**Activities**

**Instructional Aids and Materials**

**Body Image**

The child will be able to:  
name body parts

**Review Primary Oral Vocabulary**

elbow  
shoulder  
wrist  
ankle

neck  
hips

waist

Note: Checklist — be sure to keep record of children's accomplishments.  
Review activities under Primary as indicated by children's needs.  
Evaluate level by teacher-made test or other perceptual motor development test. (Kephart, Cratty, or other)

place parts of  
mannequin puzzle,  
flannel or other  
correctly

Review flannel or PLDK mannequin. Review flannel face, photograph puzzles.

model face in  
clay  
complete simple  
drawing of man  
on chalkboard  
follow directions  
on records

Help child place features in clay face.

exhibit poise in  
walking into room,  
across room, and  
through door

Draw man without various parts → have child fill in.

Looby Loo  
Hokey Pokey  
Square Dances

Cratty Records

Trampoline jumping. (See also Primary)

Activities directing child to move: legs, arms, "Angels in the Snow" (Kephart)

Mat

Practice.  
Role play.  
Discuss each other's performance.

Full-length mirror

Behavioral Objectives

Activities

sit correctly

greet guests

take pride in self

move sideways  
backward  
forward  
jump up  
bend down

copy gestures of  
teacher

copy gestures in  
picture

walk through hoop

Position in Space

The child will be able to:  
relate body parts to  
objects in the environ-  
ment

Tie in with grooming, self-help, and social  
skills units  
Tape of teacher's voice (also other voice would  
be good)

Hold up pictures of people in various positions, children imitate.  
Teacher stands/sits in various positions, children imitate.

Hoop

Bryant Cratty  
Frostig Program for the Development of Visual  
Perception  
Robert Valett, The Rehabilitation of Learning  
Disabilities  
Barrel, chairs, tables, etc., for obstacles

Tape of directions as well as teacher-directed  
Trampoline  
Mat

Where is the chair? In front, back, beside?  
Lifting and moving objects.

Obstacle course. Go through hoop, under table, etc.

Forward, sideways, back.

Instructional Aids and Materials

Preposition cards with pictures representing  
meaning of "in front of," etc., would be useful

Hoop

Behavioral ObjectivesActivitiesInstructional Aids and Materials

move limbs                      Bend and straighten arms, (elbows).  
                                     Bend and straighten legs, (knees).

move left and right  
body parts with help

Lift left arm.  
Lift right leg.  
Touch left hand, right hand, left foot, right foot.  
Throw ball with left hand.

Color cue left side — red dot, band around wrist  
and ankle or other cue meaning left

BalanceWalking

The child will be able to:

- walk forward
- walk backward
- walk sideways  
(on and off beam)
- walk fast
- walk slow
- walk around objects
- walk with partner
- walk single file
- walk up and down
- stairs with alternate  
feet

Have children participate in a number of individual and group walking  
games and activities.

Walking beam  
Tape  
Rope  
Hoop  
Stair steps  
Tape of directions:  
walk fast  
walk slow  
Add music to tape after children can do this to  
taped directions.

use equipment, some  
with help, some alone

do exercises; teacher-  
directed or record-  
directed

Encourage child to use equipment on his own; give help when necessary.

"Head, Shoulders, Knees and Toes"  
(See Suggested Materials at end of skill area.)

Arms outstretched, palms up, bend elbows and touch fingers to top of shoulder.  
Bring elbows forward and touch together, raise, move to sides and back as far  
as possible.

follow simple  
rhythms

Round dances to record or tape.

March under bridge made by two children.  
Walk, run, hop (skip if can).

Teacher may have to slow record down — retain  
Listening and Moving Record, and others  
Educational Activities Drum

Behavioral ObjectivesActivities

follow creative rhythms

Play elephant, butterfly, train, ball, floating, sad, happy, skating, etc.

ride tricycle

Allow these to develop slowly so child really

gets the idea. Having one rhythm well done is better than many poorly done

Active movement.

Passive movement, teacher helping those for whom it is necessary.

operate mechanical exerciser

Mechanical exerciser

use playground equipment

Playground equipment

Outside activities -- children may need some help but independent activity is goal.

Visual Motor Coordination

The child will be able to:  
roll ball in circle game

kick ball in circle game

throw and catch ball

visual tracking

Might make this a rhythm game with tape of music with teacher's voice.  
"Roll the Ball"  
to Andy  
to James  
to Ann  
to Mike, etc.

"Kick the Ball",

See ball throwing evaluation in Pre-vocational.

Soft volleyball  
Softball  
Medium sized rubber ball

Suspendable ball  
Picture cards

Watch ball going back and forth without moving head.  
Follow pictures on worksheets. Tell names in sequence.

(See Functional Academics.)

Visual Discrimination Skills  
The child will be able to:  
play games requiring visual motor coordination

Kickball -- standing up in circle.  
Hopscotch on floor of classroom.  
Jumping rope.

Lacing, simple weaving.  
Nimble.  
Make or buy bean bag game. Help to keep score. Relate to number learning.

Nimble-Childcraft  
Bean bag  
Quoit Games

Rope  
Ball  
Dubnoff School Program  
I/Level I  
Sequential Perceptual Motor Teaching Resources  
Exercises

Behavioral Objectives

Auditory Motor Skills

Auditory Sequencing

- Follow drum beat sequence by jumping or other activity.
- Follow xylophone sequences with another xylophone.
- Student respond to teacher buzz on another board.
- Pick out buzzer card after teacher has buzzed.
- Buzz correct sounds from buzzer card.

follow simple  
directions

Activities

Instructional Aids and Materials

- Drums
- Xylophones
- Buzzer boards

**Skill Area — Perceptual Motor  
Level — Pre-Vocational**

**Behavioral Objectives**

**Body Image and Self Concept**

**Position in Space**

The student will be able to:  
name body parts

C. A. 13.0 — 16.11  
M. A. thru 6.11

**Activities**

**Instructional Aids and Materials**

Note: At this level these activities should begin to fuse with those in other skill areas.  
For example, self-concept should relate to grooming, social skills at play and on the job. Games and Dances combine several skill areas. Equipment listed on other levels should be available to teacher either in classroom or gym. Appropriate dress, i.e. shorts for girls if necessary

tell function of  
body parts

know that heart,  
lungs, stomach,  
kidneys are vital  
organs

exhibit poise in  
walking into room,  
greeting guests,  
sitting, standing

Teacher-devised evaluation activity to review learnings from previous levels.  
Review work should be undertaken as needed for individual children.

Show what to do with feet. Make up sentences about it.  
walk — I walk with my feet.  
kick — I kick with my feet.

These learnings should be tied in with self-help skills on proper diet.

Learning about menstruation — See Self Help Skill Area.

Balance is important to other tasks such as throwing and catching.  
stand on one foot — eyes open, closed, and with arms at side

**Balance**

The student will be able to:  
stand on one foot — eyes open, closed, and with arms at side

Plan many activities for child to develop balance.

Balance is important to other tasks such as throwing and catching.

Mirror  
Note: The aim here is to emphasize likenesses to normal students  
Help TMH to appear as normal as possible in a group

Frostig Program  
Move, Grow, Learn — Frostig  
Fifty Vigorous Physical Activities — Cratty

### Behavioral Objectives

stand on one foot with arms folded

hop on right foot

hop on left foot in pattern across tape

walk on beam

walk around rope or a stick

get up and down on mat

jump ahead, back, laterally (half turn)

play endurance games

do Rhythms and Dances

### Activities

### Instructional Aids and Materials

hop on right foot	Put masking tape on floor.	Masking tape
walk on beam	Walking activities.	Walking beam
walk around rope or a stick	Cross legs; walk around rope; walk over stick while watching object across room.	Rope, stick
get up and down on mat	Have student practice getting up and down from sitting position on mat.	Mat
jump ahead, back, laterally (half turn)		
play endurance games	Rope climb. Wall push. Towel pull. Stretching. Feet together, hold each other's wrists, pull and rotate.	Rope from ceiling Towel
do Rhythms and Dances		

### Visual Motor

The student will be able to:  
catch and throw ball

Throw ball into 2' x 2' square from 15' away.	Ball, 3" diameter
Should be able to hit 3/5 times.	
Bounce ball to student, should be able to catch 3/5 times — sometimes 5/5. (Crafty p. 61)	Ball, 8" diameter
If student can do above, practice throwing with small ball directly to student.	

Catch swinging ball.  
Nimble.

Suspendable ball activities  
Nimble — Creative Playthings

### Behavioral Objectives

play games involving  
eye-hand, eye-foot  
coordination

Dodge ball.  
Kick ball.  
Catch.  
Quoit Games.

Make pegboard patterns.  
Place dots evenly on paper with paint and paint brush.

model in clay  
fingerpaint

hand-eye tracking

connecting dots

### Auditory-Motor

The student will be able to:  
follow instructions by  
teacher, on tape, on  
record

Have students plan own games, dances.  
Listen to records, follow instructions.

### Activities

#### Instructional Aids and Materials

- Dodge ball
- Kick ball
- Catch
- Quoit Games
- Dubnoff Program
- Visual Motor
- DLM cards-pegboard pattern
- Pegboard-DLM lighted pegboard
- Clay (Coordinate with art activities — Social Skills)
- Fingerpaints
- Paint and paint brush
- Chalkboard
- Frostig (See bibliography)
- Pathway School Program
- Eye-hand Coordination
- Exercises — Teaching Resources

Songs, dances, games on records  
Teacher-made tapes of directions

**Perceptual-Motor  
Suggested Materials and Equipment**

American Guidance Services  
Publishers Building  
Circle Pines, Minnesota 55014

Peabody Language Developmental Kit, Levels P, I

Childcraft  
155 East 23rd Street  
New York, New York 10010

Silly Cycle  
Nimble  
Twist Board

Developmental Learning Materials

3505 N. Ashland Avenue  
Chicago, Illinois 60657

Educational Activities  
P. O. Box 392  
Freeport, New York

Fifty Vigorous Physical Activities (cards)  
by Bryant Cratty

Follett Educational Corporation  
1010 West Washington Blvd.  
Chicago, Illinois 60607

Move, Grow, Learn (activity cards)  
by Marianne Frostig

Instructo Products Co.  
1635 North 55 Street  
Philadelphia, Pennsylvania

Perception Research Associates  
LaPorte, Texas

Suspendable Ball Activities

Programs to Accelerate School Success  
Minneapolis, Minnesota 55440

Plastic geometric forms

Preston Corporation  
71 Fifth Avenue  
New York, New York 10003

pedometer  
automatic timer  
velcro tape  
mat  
balance board  
walk on number kit  
balance beam set  
barrel, rack and board  
bouncing tube  
coaster sled and seat  
parquetry blocks  
cylinder blocks  
square pegboard  
trampoline  
whiller  
tricycle mounted on board  
Montessori materials; lacing boards, etc.

Science Research Associates  
259 East Erie Street  
Chicago, Illinois 60657

Detect Tactile by Leonard N. Gould  
*Inquisitive Games: Discovering How to Learn*, by Herbert A. Sprigle

Teaching Resources  
100 Boylston Street  
Boston, Massachusetts 02116

Dubnoff Program  
Fairbanks  
Cheves

Equipment needed for games:

Boys

softball  
indian ball  
basketball  
soccer (use soft volleyball)  
relays  
softball hockcy  
bowling  
kickball  
tennis with ping-pong paddles  
and tennis ball  
wrestling  
follow the leader  
punching bag -- boxing  
croquet  
horseshoes  
tumbling  
golf practice hole, club, ball  
checkers  
dominoes  
bingo

Girls

bowling  
badminton  
softball  
basketball  
dodgeball  
soccer  
kickball  
shuffleboard  
ring toss  
Horseshoes  
Checkers  
dominoes  
bingo  
bean bag games  
red light  
stoop tag  
puzzles

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Books and Pamphlets

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New York, New York: Horizon Press Publishers, 1965
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Palo Alto, California: Fearon Publishers, 1967
- Cratty, Bryant *Developmental Sequences of Perceptual Motor Tasks*.  
New York, New York: Educational Activities, Inc. 1967
- Thorne Films Inc.  
1229 University Avenue  
Boulder, Colorado 80302
- Aids for Teaching the Mentally Retarded (especially for teachers)
- |         |   |                                      |
|---------|---|--------------------------------------|
| Phase A | — | Motor Training                       |
| Phase B | — | Initial Perceptual Training          |
| Phase C | — | Advanced Perceptual Training         |
| Phase D | — | Integrated Motor/Perceptual Training |
| Phase E | — | Sheltered Workshop                   |

Educational Activities, Inc.  
Freeport, New York

Visual Perception Filmstrips  
March Records  
Rope Skipping Records  
Social Perceptual Training Kit for Community Living

Mafex Associates  
111 Baron Avenue  
Johnstown, Pennsylvania 15907

Tooties

SIXTEEN DEVELOPMENTAL STEPS IN THE FORMATION  
OF THE BODY IMAGE AND THE BODY'S POSITION IN SPACE<sup>1</sup>

**I. IDENTIFICATION OF BODY PLACES (FRONT, BACK, SIDES, TOP, BOTTOM)**

- a. Touch the front of your body.....
- b. Touch the top of your head.....
- c. Touch your side.....

**2. BODY PLANES IN RELATION TO OBJECTS:**

- a. Touch the wall with your back.....
- b. Lie on the mat on your side.....

**3. OBJECTS IN RELATION TO BODY PLANES.**

- a. Where is the ball - in front of you, behind you, or by your side?.....
- b. Is the ball by your feet or by your head?.....
- c. Is the chair to your side, to your back, or to your front?.....

**4. BODY PART IDENTIFICATION (LIMBS, ETC.)**

- a. Where are your feet? touch your feet.....
- b. Where is your arm? ... touch your shoulder.....
- c. Where is your leg? ... touch your knee.....

**5. MOVEMENTS OF THE BODY.**

**A. TRUNK MOVEMENT WHILE FIXED**

- a. Bend forward toward the front.....
- b. Bend to the side; bend to the other side.....
- c. Bend slowly backwards.....

**B. GROSS MOVEMENTS IN RELATION TO BODY PLANES.**

- a. Where is your side? ... Can you move sideways?.....
- b. Let's try forward ... backward ... and sideways movements.....
- c. How can you jump up?.....

**C. LIMB MOVEMENTS.**

- a. What can you do with your arms? Straighten arms... bend arms.... lift arms at your shoulder, turn your arms (rotate them both ways).....
- b. What can you do with your legs? Straighten legs... bend one leg at your knee.....
- c. Lift one leg at your hip.....

<sup>1</sup>Cratty, Bryant Developmental Sequences of Perceptual-Motor Tasks, Educational Activities, Inc., Freeport, New York, 1967  
Reproduced with permission of the publishers.

**6. LATERALITY OF BODY**

- a. Touch your left leg .....
- b. Touch your right arm .....
- c. Climb this ladder using your left leg and left arm first .....
- d. Touch your right ear .....

**7. LATERALITY IN RELATION TO OBJECTS.**

- a. Place your left side nearest the chair .....
- b. Put your left foot on the box .....
- c. Go up to the wall and put your right side nearest the wall, now move and touch the wall with your left side .....

**8. STATIC OBJECTS RELATED TO LATERALITY**

- a. Is that box by your right side? .....
- b. Is that stick touching your right or left foot? .....
- c. Which arm is nearest the ball? .....

**9. LATERALITY AND MOVING OBJECTS.**

- a. You stand still and I'll move around you. You tell me where I am. When am I nearest your back, nearest your left, and nearest your right? .....
- b. Now I'll move a little faster. You tell me where I am now .....
- c. Stand still and tell me where the rolling ball is .....
- d. Is it to your left, your right, your back, or your front? .....

**10. MOVING BODY'S LATERALITY IN RELATION TO OBJECTS.**

- a. You walk around this chair and tell me where the chair is in relation to you .....
- b. Using two chairs around which to walk a figure-eight, walk around the chairs and tell me where you are. When are your left and right sides of your body near the nearest chair? .....

**11. THE LEFT AND RIGHT OF OBJECTS (PERSONAL REFERENCE SYSTEM).**

- a. Point to the left side of the table .....
- b. Point to the right side of the chair .....
- c. Show me the right and left sides of the paper .....

In steps 12-16, the child is not moving, but is asked to make judgments of objects, another's body parts, or movements.

12. STATIC DIRECTIONALITY WITH OTHER PEOPLE (PROJECTION INTO AN OTHER'S REFERENCE SYSTEM).

- a. (Person opposite child) Show me my left arm.....
- b. Touch my right elbow.....
- c. Touch my left ear with your left hand .....

13. LATERALITY OF OTHER PEOPLE IN RELATION TO STATIC OBJECTS.

- a. Which side of my body is nearest the chair?
- b. As I walk around the figure eight (the two chairs) tell me which side of the object is nearest to me? .....

14. RELATION OF STATIC OBJECTS TO LATERALITY OF OTHER PEOPLE.

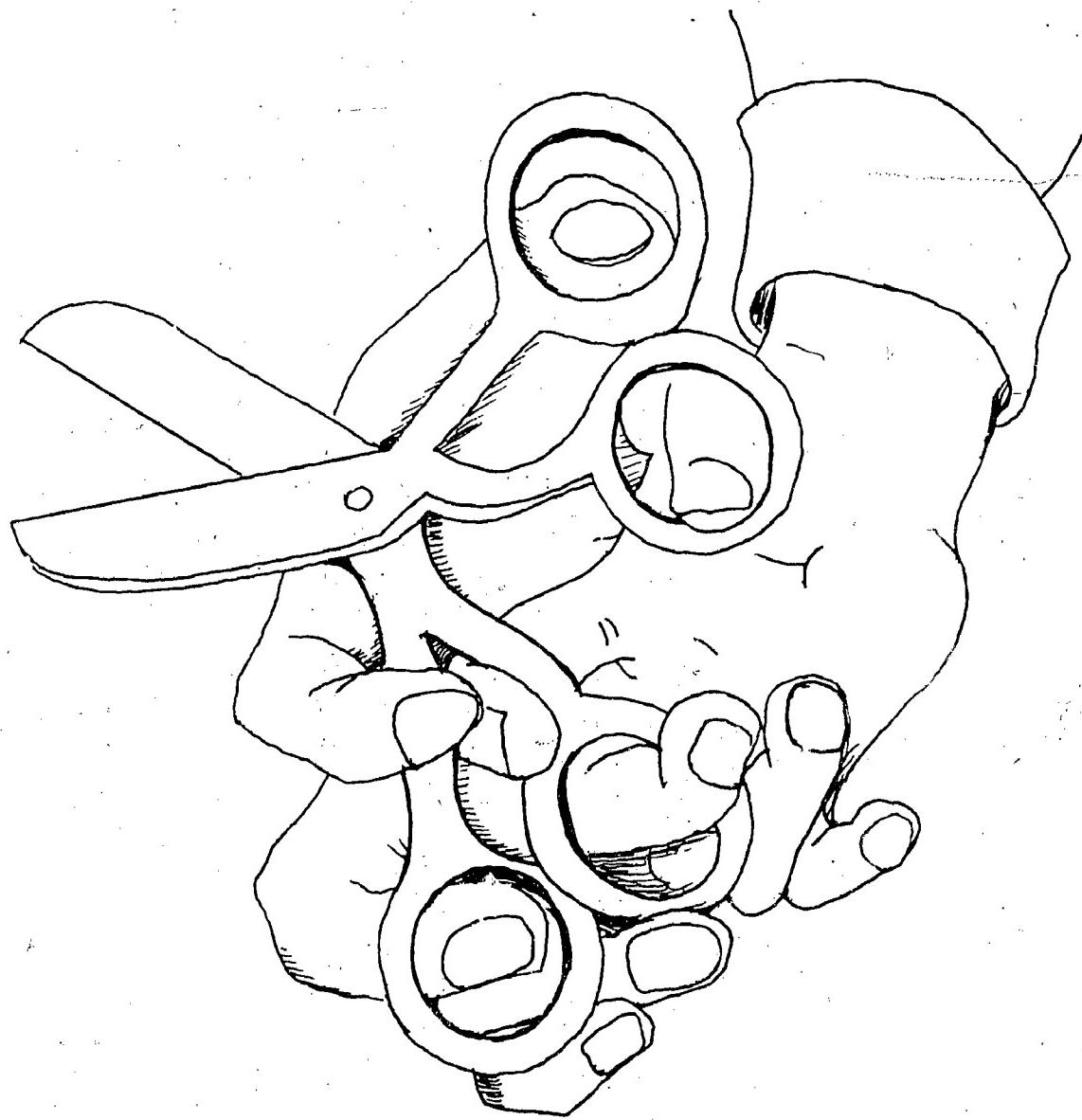
- a. (Teacher moves chair to a static position)  
Where is this chair in relation to me?  
Is it at my left or at my right?  
Where is the ladder in relation to me? .....

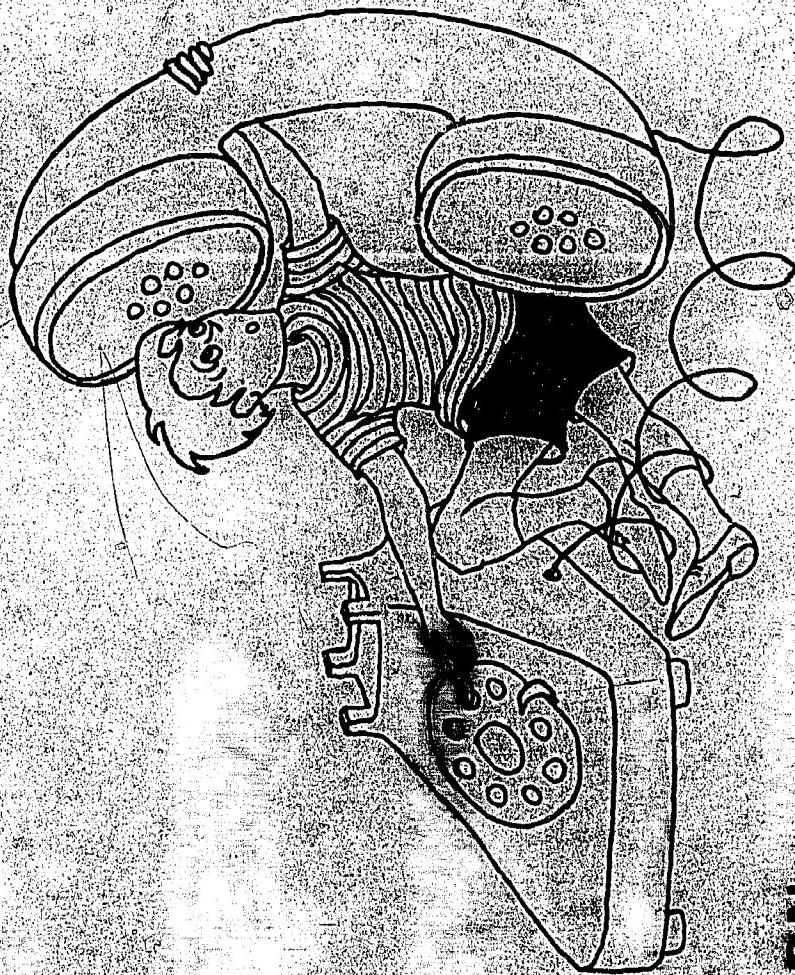
15. MOVING OBJECTS IN RELATION TO OTHERS' LATERALITY.

- a. Tell me where the ball is as it moves around my body.  
Is it to my right, my left, my front, or my back?  
b. Where is the moving rope? Is it to my front, my back, my left, or my right? .....

16. LATERALITY OF OTHERS' MOVEMENTS.

- a. Tell me, am I walking to my left or my right?  
b. Which way am I moving? .....





COMMUNICATION  
SKILLS

## COMMUNICATION SKILLS

Speech is a form of communication but communication need not be speech. The teacher of the trainable mentally handicapped child must keep this in mind as she attempts to help the child deal with his environment in a meaningful way.

There are many modes of communication. Gesture and facial expression are important ones to be encouraged in the young TMH whose speech will be slow in developing. If a child understands language spoken to him, he may be able to respond with a correct motor response. Therefore, listening skills must be encouraged and a receptive language vocabulary developed. This can be done even when speech production is improbable. The child then learns to listen to and to follow directions. He may learn to use a communication board if necessary. He learns to follow directions which helps at home and on the job.

Speech production should continue to be encouraged, even in the older child, since limited verbal expression may develop. Shaping of speech sounds and words through use of behavior modification principles is encouraged. The teacher accepts any approximation of a sound or word and with positive reinforcement (extrinsic or intrinsic rewards) she shapes it into intelligible speech. This may be a very long process and she should not become discouraged.

There is nothing more frustrating to a child than not being able to make his needs known, not being understood, and not being able to communicate. The TMH child encounters such frustration more often than other children not only because of his level of intelligence but also the physical anomalies which so often beset him. It is often necessary to work with these physical abnormalities before or in conjunction with the language program. Consultation and help from a physician or physical therapist is encouraged when the child appears to have physical problems. Teachers in New Mexico must keep in mind that the child may come from a Spanish speaking home. The child may have some receptive language in Spanish. If the parents speak English, they should be encouraged to speak both languages to the child.

Teachers are encouraged to work closely with speech therapists in the development of their communication program. There are many different techniques for approaching a child's problems. Speech therapists can give the teacher professional advice and encouragement; when one method does not appear to be achieving desired results another may be tried.

## COMMUNICATION - GOALS OF THE PROGRAM

The goal of communication program for the TMH is to assist him in developing everyday communication skills. For the nonverbal child this would include a well developed listening program so that the child understands what is said to him and can respond with appropriate gestures or other motor response. For the child who will learn to speak, the listening program should be extended to include encouragement of approximations of sounds and words and a well structured program of functional language learnings; emphasizing oral language and some reading and writing related to projective vocabulary. This program should include learning to:

- a. Identify self (start with first name and on Vocational Prep level know name, address, phone — carry ID cards as well)
- b. Make needs known
- c. Listen to others; listen to follow instructions for games and activities
- d. Learn to use Yes, No, Hello, Goodbye. Thank You, Please, Excuse Me, You're Welcome
- e. Greet guests — say goodbye
- f. Respond to safety directions (Don't touch Wait, Sit down, Come here)
- g. Make safety phone calls to police, doctor, firestation
- h. Participate in Role Playing or Creative Drama in classroom
- i. Help younger children without bullying
- j. Engage in conversation with supervisor and fellow workers
- k. Use appropriate tone of voice in group situations
- l. Ask directions

**Skill Area – Communication**  
**Level – Primary**

**Behavioral Objectives**

Language for Listening

The child will be able to:  
understand what teacher says  
as listed below and respond  
with suitable gesture

**C. A. 5.0 – 8.11**  
**M. A. 2.0 – 3.6**

**Activities**

**Instructional Aids and Materials**

Note: The atmosphere in the classroom should be conducive to communication. Teacher should be prepared to accept whatever attempts the children make to communicate by gesture or other means. She should be familiar with behavior shaping techniques so that attempts to speak are encouraged and may develop.<sup>1,2</sup> Praise each effort. The teacher should work closely with a speech therapist and counselor. An examination of the child's speech mechanism is made and some measure of psycholinguistic level is taken through administration of such tests as the Peabody Picture Vocabulary Test and The Illinois Test of Psycholinguistic Ability. If the child is not speaking teacher should know at what level child is receiving language so she can program accordingly.

**Gesture**

The child will be able to:  
point to people, objects  
or pictures to make needs  
known

shake head or use other  
signal for yes and no  
si      no

Communication Board

Teach child to use teacher-made individual communications board to which child may point to make needs known or to give yes-no answers. Should include picture of water, food, toilet, apparel, and other necessary items.

Shape child's behavior, i.e., accept any approximation of desired behavior and reinforce it positively. If you wish child to shake head back and forth for "No" accept generalized shaking and reinforce it with "good girl"; continue this each day until desired behavior is achieved.

Teach child to use buzzer for yes-no answers; ring buzzer once for yes, twice for no, or work out own system. Teach child to shake or nod head for yes-no answers. Play "Do you want (a) \_\_\_\_\_" (dog, bread, candy, etc.)

Knowledge of behavior shaping techniques used in operant conditioning.

DLM buzzer board  
Other buzzer or bell

<sup>1</sup>Homme, Lloyd Contingency Management in the Classroom.

Champaign, Illinois: Research Press, 1968

<sup>2</sup>Patterson, Gerald and Gullion, M. Elizabeth Living With Children,  
Champaign, Illinois: Research Press, 1968

### Behavioral Objectives

#### Activities

take adult by hand  
to show what he  
needs

Teach child to take teacher or other adult by hand to show adult what he needs. Use such simple activities with directions such as "take me to the table." Have child take teacher's hand and lead her to table.

Teach child to look at adult or other helper — maintain eye contact.

identify at least five  
objects and pictures  
of the objects using  
the above methods

Use pictures on the communication board of the words which will help child and teacher communicate. Have the child show you by pointing, respond to yes-no questions, and in other ways indicate that the objects and pictures of the objects mean something to him.

to wave goodbye  
smile in greeting

Set up game whereby a child leaves the room with the teacher; all wave goodbye. As they come back in, smile in greeting. May say "hi" if they have learned this.

Teacher models language for child. The child may not be able to repeat the name of the object or action pointed to, but teacher should say (model) the word for him each time he points.

follow directions as  
shown by teacher

Note: Remember that the child is just as frustrated by not being able to make his needs known as teacher is in not understanding him. Be alert to meaningful gestures and requests for help.

imitate teacher's gesture  
picture

Pictures of activity

imitate teacher action

Flannelboard and felt objects  
Finger Plays and Action Rhymes  
Rhymes for Finger Plays and Flannelboard

Tape and recorder to make same directions as  
teacher gives in classroom, on tape for children  
to follow  
Pictures of action  
Allow child time to absorb what is said. Be sure  
he is listening.

#### Teacher-made action games to teach such words as:

sit run stand clap  
walk jump hop turn shake  
put

Use Spanish words if appropriate

### Instructional Aids and Materials

OBSEERVATION

Objects such as small toilet, small table, food,  
drink, clothing, toys  
Pictures of same objects

Note: Make constant use of positive reinforcement of all attempts to communicate.

Keep language SIMPLE, SLOW, and DIRECT.  
Use the same words and maintain eye contact.  
For example, don't say water one day and drink  
the next. Decide on one word and stick to it  
until child has mastered it and can accept another  
word for similar concept. As child matures, substitute  
words may be used.

Teacher should continue talking (modeling) for  
child. Even though the child cannot speak, he is  
listening. Parents should be helped to develop  
simple speech models for their child. Also, they  
should know that receptive language must be  
present before child will be able to say words.

Teacher indicates by doing what she expects of the child such as hanging up  
coat, putting away toys. Child responds by doing task; accept approximations  
and shape behavior.

Teacher may use picture instead of actions.

Teacher recites and acts out her own finger plays or ones from a variety of books  
some of which are listed at the end of this section. Children respond with gestures  
used by teacher.

#### Teacher-made action games to teach such words as:

sit run stand clap  
walk jump hop turn shake  
put

Use Spanish words if appropriate

## Behavioral Objectives

play imitative games

Teacher says or sings directions. Children imitate them.

## Activities

Photographs of the children doing all these speech activities will help comprehension and encourage language development. Failure to develop receptive language may indicate aphasia; further diagnostic studies should be requested by the teacher.

### Expression-Facial

The child will be able to:  
recognize smile  
know that it means happy

recognize frown  
recognize crying  
know that they mean not happy

follow simple directions

Teacher-demonstrations of happy face; not happy face.  
Filmstrips — pick out happy expression; not happy expression.

Pictures with various expressions.  
Identify photographs as happy; not happy.

Note: Teachers facial expressions give meaning to sounds in speech development.

Projector and filmstrips

Pictures  
Teacher-made puzzles of various facial expressions  
Hand mirror  
Close ups of teacher and children with varying expressions.

### Vocabulary for following directions:

sit down              close the door              come here  
stand up              open the door              turn around

Use Spanish words if appropriate

### Speech for Safety

The child will be able to:  
understand and respond  
to no

show I.D. card

### Vocabulary for Safety:

NO              DON'T              Don't touch              Wait              Come here

I. D. Card  
Some parents may want child to wear I.D. bracelet or other identification

Make I.D. card. Show child that it tells his name, address, and phone number.  
Be sure he carries it with him.

When teacher asks "What is your name?" child pulls out I.D. card. If child can say part of name have him attempt to do so.

listen to and discriminate some sounds in the environment

Children hide eyes. Teacher makes sound, child picks what made sound from objects on table as bell, drum, clapping, rhythm instruments, talking.

Rhythm instruments Model of airplane, car  
Teacher-made tape of sounds  
Pictures of instruments, door, hands clapping, etc.

## Instructional Aids and Materials

Photographs of the children doing all these speech activities will help comprehension and encourage language development. Failure to develop receptive language may indicate aphasia; further diagnostic studies should be requested by the teacher.

Note: Teachers facial expressions give meaning to sounds in speech development.

Projector and filmstrips

Pictures  
Teacher-made puzzles of various facial expressions  
Hand mirror  
Close ups of teacher and children with varying expressions.

Tape recording of simple directions — teacher-made

I. D. Card  
Some parents may want child to wear I.D. bracelet or other identification

Rhythm instruments Model of airplane, car  
Teacher-made tape of sounds  
Pictures of instruments, door, hands clapping, etc.

### Behavioral Objectives

#### Activities

Making noises of animals or other things shown in a filmstrip.

clap hands, clap  
in pattern,  
stamp feet, stamp  
in pattern

do simple finger plays  
and action rhymes

"I have two eyes to see with."  
(See Body Image Unit in Appendix.)

"Here's a Ball for Baby."  
"Where is Thumkin?"

"Open Them, Shut Them (hands)  
Open Them, Shut Them  
Give a Little Clap  
Open Them, Shut Them  
Open Them, Shut Them  
Lay Them in your Lap  
Creep Them, Creep Them  
Creep Them, Creep Them  
Right up to your chin  
Open up your little mouth  
But do not let them in."  
"Open Them, etc."

### Speech Readiness

The child will be able to:  
breath control  
show progress in:

have children participate in breathing activities:  
in - out, stop on signal

Blowing activities:  
blow ping pong ball or other light object across water or  
table; lips only - or with straw later  
blow soap bubbles  
blow up balloons

Large bowl or pan of water to blow objects  
across  
Straws  
Soap bubble pipes  
Bowl  
Paper  
Ping pong balls  
Cotton  
Candles  
Facial tissue  
Feathers

### Instructional Aids and Materials

Filmstrips  
Peabody Language Development Kit Level P  
auditory sections  
Teacher-made auditory perception cards  
Audio Dynamic Research - Auditory Perception  
Cards

Golden Book of Finger Plays and Action Rhymes  
Flannel board and figures

**Activities**

blow out candles

Have a party with these activities.

Help child examine his lips and yours in mirror.

Puckering to blow a kiss.

Stretch lips in smile.

Form lips into "O."

"Jonathan Joe has a mouth like an 'O'."

lip control

Balloons  
Paper bags  
Harmonica

Hand mirror

A. A. Milne - "When We Were Very Young"

tongue control

Humming.  
Sounds (animal)      m-m-m-moo  
                            b-b-b-bah

Application of cold around lips.

Play Simon Says "tongue in" - "tongue out."

Place peanut butter on lips in various places (corners, upper, lower). Have child lick it off.

Licking - play kitty drinking milk.

Eat ice cream cones.

**Recognition of Body Parts**

The child will be able to:  
point to parts of body  
when named

name some parts of  
body when pointed to

**Oral Language Development**

The child will be able to:  
name familiar objects (if  
unable to say full name of  
object, will attempt initial  
sound or syllable)

water	doll	hat	teacher's name	car	shirt
milk	attempt	coat	peg	pants	pants
ball	puzzle	mittens	trike	mamma	dress

**Instructional Aids and Materials**

Models of animals  
Pictures of animals  
Films, filmstrips  
Popsicles - regular or made of consomme

Hand mirror

Mannequin-Peabody Language Development Kit,  
Level P  
Large picture dictionary with one picture  
to page <sup>3</sup> can be made up as chart rack,  
made up as chart rack

Note: Teacher should check children on understanding of words so that more emphasis can be placed on vocabulary development if necessary.

Actual objects, models, pictures of words to be taught  
Note: Teacher should remember that the goal

### Behavioral Objectives

#### Activities

Use Spanish words if appropriate

These words can be added to the words, need or want:  
need \_\_\_\_\_, want \_\_\_\_\_.

All concepts should be learned by actual experience with objects, then go to models and pictures.

use Language Master  
with supervision

Language Master with cards using pictures with instructor tape ready to go, so that all child needs to learn is how to run card through.

Sensory stimulation - feeling objects.  
Have a mystery box with objects for child to name or feel; doll, ball, etc.

Body Image Vocabulary and activities in Perceptual Motor Section will relate well to vocabulary building and speech activities.

Make word boxes for each child with card with picture of each word child has in receptive and/or expressive vocabulary. Take photograph of each child; put on box with his name so child can easily identify his box by picture. Each time child learns word, put picture on card and place in word box.

recognize action words

#### Visual Discrimination

The child will be able to:  
discriminate by shape  
discriminate by color

name up to five colors  
Red, blue, green, yellow, white.  
Rojo, azul, verde, amarillo, blanco

#### Instructional Aids and Materials

of the TMH communication program is to help the child achieve functional language. His articulation may never be normal due to physical limitations. Encourage attempts at language.

Note: Behavior modification techniques such as those used at the Monterrey Institute can be adapted to encourage speech.

Language Master and cards

Ball, pegs, etc.

Felt and Flannelboard  
Full length mirror

Word boxes  
Cards and pictures  
(catalogs)  
Photographs

Jean Utley - "What's Its Name?"

Run      Jump      Hop      Walk  
Teacher demonstration of pictures of activity.

8x10 cards with person doing activity

Present triangle, circle, square form board.  
Have child put right shapes in forms. Match circles, squares, triangles by shape and color.  
Classify by shape, size, color; not necessary to name

Seguin formboard  
P.A.S.S. plastic stencils  
D.L.M. stencils  
Color board - Judy Co.

Matching games  
Language master cards with color words on the tape, color on card

Behavioral Objectives

use up to four prepositions  
in following directions

In      out      up      down  
Go up the stairs.  
Come down the stairs.  
Go in the room.  
Go out the door.  
Use large boxes, steps and other props to help child develop understanding  
of the concept.

Activities

Activities	Instructional Aids and Materials
In      out      up      down Go up the stairs. Come down the stairs. Go in the room. Go out the door. Use large boxes, steps and other props to help child develop understanding of the concept.	Special Education Materials Center prepared cards for preposition; blocks; Language Lessons (See Suggested Materials at end of skill area) Preston Co.

respond to first name

Come when called; do what he is supposed to do. Roll ball and call name.  
Child catches and rolls back to teacher.

say his first name

Play Train Game: Have train go slowly as student passes mirror, ask, "Who  
Do I See?"  
Child answers simply, "John."

Tactile Discrimination

The child will be able to:  
recognize objects by  
feeling them

Feeling objects — identifying objects by sight and feeling; identifying objects  
by feeling only.  
Have duplicate objects to match with Mystery box, with one item child knows.  
Have him feel it and guess what it is.

Mystery box with hole in top for hand, or mystery  
bag

Note: Use of taken reinforcement to stimulate  
speech should not be overlooked.

First Grade Song Book  
Ginn and Company

**Skill Area — Communication**  
**Level — Intermediate**

**Behavioral Objectives**

**Activities**

C.A. 9.10-12.11  
 M.A. thru 5.11

**Instructional Aids and Materials**

The child will be able to:  
 follow simple rhythms

follow simple directions  
 on record

show part of room  
 where activities occur

point to correct pictures  
 when activity is named

follow lesson as set up  
 in language development  
 kit

name sounds or point  
 to pictures of sound  
 heard on tape

Note: Review and add to control of articulators as outlined under Primary Communications. Work with speech therapist on this and on language development program. Try to have Illinois Test of Psycholinguistic Abilities administered.

Teacher plays simple rhythm on drum; child repeats on drum or by clapping. Child is able to walk to simple rhythm.

Drum  
 Melody bells  
 Buzzer board

imitate simple rhythm

Listening  
 Pattern: directions on body image sequences. (Cratty — See Appendix)

imitate simple rhythm

Listening and Moving Records

Review gesture activities from Primary Level if they are still necessary.  
 Have room set up so that there are areas such as store, dress up, science that will stimulate speech. Play "Show me where you play, where the balls are," etc.

Review gesture activities from Primary Level if they are still necessary.  
 Have room set up so that there are areas such as store, dress up, science that will stimulate speech. Play "Show me where you play, where the balls are," etc.

Have pictures of children doing things.  
 Nothing encourages conversation as much as this. Play "Show me the picture where Larry is jumping, Jean is throwing ball," etc.

Have pictures of children doing things.  
 Nothing encourages conversation as much as this. Play "Show me the picture where Larry is jumping, Jean is throwing ball," etc.

If she wishes, teacher can use lessons as indicated in Peabody Language Kit. These may need adapting to the group.

Make sounds of:  
 cat duck horse bell  
 dog cow pig drum

Materials to make sections of room realistic and conducive to speech.  
 Instant-type camera  
 Communications board  
 Buzzer board

Peabody Language Development Kits, Level P.  
 Level 1  
 Language Lessons (See Suggested Materials at end of skill area)  
 Tape, tape recorder  
 Records, Record player  
 Rhythm band instruments  
 "Who Said It?"  
 Teacher-made tapes

"Listening With Mr. Bunny Big Ears" (Bowmar)

Play game to listen for sounds. Close eyes and tell what is heard.

Behavioral Objectives

name classmates talking in class or on tape or record

listen to action word and do it

fill in word to complete rhyme

obey simple commands

act like certain animals

guess what animal other child is pretending to be

listen to nursery rhymes

repeat rhymes with teacher

give incomplete line as:  
Mary Had a Little \_\_\_\_\_

follow finger plays and action rhymes

play "Did You Ever See a Lassie?" Teacher sings and demonstrates action; helps each child individually to go through actions.

then has whole group do it.

play "The Name Train." Teacher is engineer, marches around room making noise like train; calls name of children to join the train. Later, child may be engineer.

follow directions in simple games

Activities

Blindfold child; have another child stand behind him and whisper. Blindfolded child identifies whisperer.

Vocabulary for Receptive Language

jump	stand	walk	walk backward
hop	sit	run	walk sideways
gross motor activities			

Pick up the book.  
Bring it to me.  
Open the door.  
Get your coat.  
Turn on the light.  
Close the windows.

Teacher demonstrates; acting out animal behaviors: dog, cat, elephant, etc.

Play: "Guess Who I Am."  
Use pictures of animal that child can point to if he cannot say name.

Pick two or three nursery rhymes child should know; read them aloud; play tape or record of them, show pictures that describe rhyme. These must be reviewed many times.

Have children who are able to repeat rhymes with teacher and on tape recorder.

fill in word to complete rhyme

pick two or three of these for children who learn well. These can be interspersed with other activities which are not so difficult.

play "Did You Ever See a Lassie?" Teacher sings and demonstrates action; helps each child individually to go through actions.

Then has whole group do it.

play "The Name Train." Teacher is engineer, marches around room making noise like train; calls name of children to join the train. Later, child may be engineer.

Instructional Aids and MaterialsActivities

Pictures of action words in case they are needed  
Crafts  
Walking beam and other equipment

If the child is able to follow these directions, the teacher knows that the child is understanding language even though he may not be producing it. These understandings should be developed with the hope that the child may be able to express himself verbally at a later stage. Expression through gesture, facial expression and movement should be encouraged.

Pictures of animals

Big Book of Nursery Rhymes

Tape and tape recorder

Flannel board and figures  
Pictures of nursery rhyme characters for child to pick if he can't say name

Golden Book of Finger Plays and Action Rhymes  
Fingerplays and Flannel board Activities  
Note: Take photographs of children doing fingerplays.

Note: Teacher should acquaint parents with goals of communication program. In many homes, the child does not have to speak because his needs are anticipated. Help parents to understand that they are helping their child by making him ask by gesture or words for his wants.

### Behavioral Objectives

answer simple questions about story

exchange greeting

Tell short story and then ask question that can be answered with one word; or point to picture that answers question.

Say "Hi" or "Hello" on entering classroom.

Listen to each child say something, then play "Who Said It?" by blindsfolding child and having him guess who is talking.

Make noise of something shown in filmstrip; have child identify by naming or pointing to object or picture.

follow simple directions like:

clap hands  
clap hands in pattern

stamp feet  
stamp feet in pattern

open the door  
close the door

listen to short nursery rhymes and stories

sequence up to 4 pictures of nursery rhyme or story

fingerplays

role play very simple story or rhyme with help of pictures (with or without verbalising)

### Activities

#### Instructional Aids and Materials

Filmstrip on greeting

Blindfold  
Children talking

Filmstrips

Audio Dynamic Research  
Auditory Perception Cards  
Bu...ard - DLM

Listening Time Records (Bowmar)  
Songs for Children with Special Needs Records  
and book (Bowmar)  
Story pictures for sequencing, 8x10 or larger  
We Read Pictures  
We Read More Pictures  
Scott, Foresman and Co  
Judy Co.-See-Queen

Finger Plays and Action Rhymes  
Talking Time

Flannel board and figures (see Body Unit and face pattern-Appendix)  
Instructo body masks for dramatics

Basic Concepts Through Dance-Body Image  
(Carr and Jerry Records for Special Education --  
Bowmar)

### Behavioral Objectives

### Activities

### Instructional Aids and Materials

play house

Encourage playing house by having a corner of the room set up for this purpose; have old clothes and other props handy.

tell life experience

Tell something that happened to family.

participate in a party at school

Have a party; have children greet each other when they come to the party. Greet guests who come to the room.

Take pictures.

Have puppets talk to each other.

use first and last names of friends

Call friends on toy telephone, on teletrainer.

name members of family

Arrange with parents for child to call them from school to invite to class party or for other reason.

tell simple family experience

Tell about family. Draw pictures of family. Name them.

describe party or other activity at home

Make a booklet about things family does together. Draw pictures, tell class about them.

role play school events

After having the party, ask the children to pretend they are having a party and act it out; role play other school events. Take pictures, and act out event.

role play family events

If possible, have photographs of families.

role play simple story

Act out simple story told by teacher.

create simple play

Encourage children to make up own story.

Tape and tape recorder

Listening with Mr. Bunny Big Ears Record --  
Bowmar  
Old clothes, rugs, table setting and other props which may be brought into dramatic play  
Dolls, clothing for dolls  
Instant type camera and film -- nothing stimulates interest and speech more than pictures of themselves in action.

Cold-mix drink, cookies, napkins

Instant type camera and film  
Hand puppets

Toy telephone  
Try to get "teletrainer" from telephone company.  
They will demonstrate proper use of phone and show movie.

Drawing paper,  
Teacher must have correct family information.

Behavioral ObjectivesSafety Words

The child will be able to:  
recognize words and be able  
to give proper response

hot	don't walk	pic on	boys	keep off
stop	wait	exit	girls	police
go	telephone	women	push	doctor, M.D.
walk	danger	[phonetic]	[phonetic]	[phonetic]

Match pictures with words; have children draw pictures to illustrate words;  
develop card file for each child with pictures and words on Language Master cards.  
(cards made with tagboard and surplus tape)

role play protective vocabulary

Have children act out what they would do as teacher pulls out card.

ActivitiesInstructional Aids and MaterialsVocabulary for Oral and Reading Development

hot	don't walk	pic on	boys	keep off
stop	wait	exit	girls	police
go	telephone	women	push	doctor, M.D.
walk	danger	[phonetic]	[phonetic]	[phonetic]

Match pictures with words; have children draw pictures to illustrate words;  
develop card file for each child with pictures and words on Language Master cards.  
(cards made with tagboard and surplus tape)

role play protective vocabulary

Have children act out what they would do as teacher pulls out card.

Note: Development of vocabulary for self protection in TMH is important aspect of communications program.

Note: Pictures of words  
Flash cards  
8x10 Language Master cards with protective word and picture of word. Teacher tapes word on L. M. tape.

Note: Check other skill areas for words for oral language development.  
Language Master cards with picture of word and recorded word on the tape.  
Child need only learn to put card into slot.

Note: Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

Vocabulary for Oral Language Development

hat	shirt	milk	spoon	chair	driver
coat	shoes	water	knife	school	pencil
dress	socks	meat	fork	bus	crayon
pants	underwear	tray	table	teacher	paper

I need coat.  
I need water.

learn 20 words or more

Note: Check other skill areas for words for oral language development.  
Language Master cards with picture of word and recorded word on the tape.  
Child need only learn to put card into slot.

Note: Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

Vocabulary for Oral Language Development

hat	shirt	milk	spoon	chair	driver
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I need coat.  
I need water.

learn 20 words or more

Note: Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

use words in simple sentences

Note: Individual word boxes with child's photograph on front. Tagboard with pictures of words child knows filed in individual box.

I need coat.  
I need water.

use words in simple sentences

The child will be able to:  
match by shapes, color,  
size

Have children match objects according to shape, color, size.  
Review color words.  
Try Frostig Program on those needing it.

Make patterns on one pegboard. Have child copy on another. Start with very simple pattern. Have child copy pattern from card on pegboard.

matching patterns on pegboards and from card to pegboard

SRA  
Detect Visual  
Frostig Program  
Forms in varying shapes, sizes and colors.

Pegboard, pegs

DLM pegboard cards to match patterns to pegboard — SRA Lesson Plan (S — Appendix)

Behavioral ObjectivesActivitiesInstructional Aids and Materials

play matching game

Identify object by name. Match with similar object. Example: hat, coat.

simple association game

Hat and coat.  
Shirt and pants.

DLM association cards

Tactile Discrimination

The child will be able to:

recognize common objects  
by touch

Know hard-soft, wet-dry, hot-cold, etc.

Adapt some of Detect Tactile Program to class. Have children guess by feeling it; what you have in mystery bag or box.

recognize gross opposites

Tracing activities. Set up word cards (protective or other). Clip tracing paper over it and have child trace word.

Detect Tactile

**Skill Area – Communication  
Level – Pre-vocational  
Behavioral Objectives**

C. A. 13.0-16.11  
M. A. thru 6.11

**Activities**

**Instructional Aids and Materials**

**Listening**

The child will be able to:  
follow two simple directions

Directions Game — Call child's name; give him two directions. Have other children monitor his behavior and tell if they think he followed the directions. If not, see if another child is able to do it.

"Put the book on the chair."

"Bring me the pencil."

"Put a green paper ball on this chair."

"Give Bobby the book."

identify pupils' voices  
from tape recorder

follow rhythms and  
directions on records

participate in simple  
folk dancing

participate in rhythm  
band

learn to record on  
Language Master

listen to question and  
answer by using Language  
Master

use sentence up to six  
words

color to music

Directions Game — Call child's name; give him two directions. Have other children monitor his behavior and tell if they think he followed the directions. If not, see if another child is able to do it.

"Put the book on the chair."

"Bring me the pencil."

"Put a green paper ball on this chair."

"Give Bobby the book."

Identify sounds with eyes closed.  
Identify voices on tape.

Have children listen to tape and later records. Teacher demonstrates actions then does with individual children; then with group.

Make simple costumes when folk dances have been learned; put on program for other classrooms.

rum, melody bells, rhythm band

Language Master  
Taped cards

Teacher shows child how to listen for question on tape; then how to tape his response.

Pack of picture cards — one picture to a card  
Peabody Language Development Kit, Level I, 2  
Economy Pictures Cards

Record player, paintbrush, paints, crayons,  
markers

Make up game using picture cards. Have child hold up card and name it. Later have him name it by using a sentence. "This is a dress." To increase sentence length, add adjective to describe picture. "This is a red dress."

Listen to music and using paint brush, crayons, or magic markers make drawing to music.

## Behavioral Objectives

### Activities

listen to story (teacher-taped on tape recorder with headset)

sequence story pictures

identify familiar sounds by pointing to picture and/or naming

Have children listen to story. (From picture book if desired)  
Have children sequence pictures about the story.

Teacher-made tapes of familiar classroom sounds can be used to play "What's my name?"  
Children are asked to identify sounds.  
Same can be done with manufactured tapes and picture cards.

### Visual Discrimination

The student will be able to:  
tell same and different items

Match all items that are alike; chairs, trees, etc.

The student will be able to:  
say word or sign from picture

Vocabulary for Oral Language and Reading

Exit	Pull	Keep Out	Information	Up	No Trespassing	Centlemen
Danger	Open	Walk	Stairs	Down	Entrance	Women
Push	Close	Don't Walk	Elevator	One Way	Men	Ladies

(See also Functional Academics)

read word  
match word to picture

act out word

### Instructional Aids and Materials

Headset  
Tapes (teacher-made and others), tape recorder  
Book

Sequence pictures (teacher-made)  
DLM - Sequential Pictures I and II

Association Picture Cards I, II, III  
Buzz Board Pattern Cards  
Auditory Familiar Sounds  
Picture card and record  
Auditory Training Rhythm Band  
Fern Tripp  
2035 East Sierra Way  
Dinuba, California 93618

DLM - Same and Different Language Expression  
Cards  
Mafex - Developing Shape Discrimination  
Developing Color Recognition and Safety Awareness

LM Association Cards

Note: Be sure to work with speech therapist  
on speech improvement for those who  
still cannot be understood.

DLM Functional Signs  
SEMC - words and pictures  
Teacher-made signs  
Fern Tripp - Community Signs

Put tape on word cards and picture cards; use  
with Language Master

Put picture on bulletin board; have students tell you what action the picture  
shows; match word to picture.  
Reverse procedure: put word on bulletin board, read it, match with picture.

Give each child picture or word; have him act it out.

<u>Behavioral Objectives</u>	<u>Activities</u>	<u>Instructional Aids and Materials</u>
role play with words	What happens if you do not do what a sign tells you? No Trespassing Walk etc.	Word cards
make up simple play learn parts record on tape recorder	Have students make up a story about some activity they are interested in or some story they have read. Make up short parts for each player. Have students go through play on tape; replay it for practice.	Put on Language Master Cards to reinforce learning; p... with tape recorder and tape
give play for class	Put the play on for rest of class.	Clothes line tapes if needed.
participate in a telephone conversation	Have student call friend and ask him to visit; be sure to start coming to the point and not dragging out the conversation.	If there is a phone in the room, arrange with parents and others so students make real calls Teletrainer - Phone Co.
take simple messages	Teach students how to write phone numbers so the parent or other person may return call. Find out what time the movie starts; when an appointment is, etc. Call fire department, police, doctor to report an emergency.	Note pad Note: If parents wish students to take messages, a special pad should be set up showing information. Parents wish to have taken such as name and phone number.
role play interviews in person	Teacher or other student should be interviewer; simple information should be given such as name, address, phone number, are you in school? Can you do _____? (activity that job requires) Practice maintaining eye contact. Call for appointment.	Props - desk, chair, etc. Telephone Teletrainer
tell how to look on job	Discuss good grooming and its relationship to success on the job. Discuss pleasant disposition, value of a smile.	Avid Filmstrips and records on Jobs, Job Attitudes
tell how to act on job	Doing what the boss tells you. Have students interact in mock workshop situation. Learning to take criticism. Help student learn from mistakes. Visit sheltered workshop. Have boss come to talk to class.	Set up mock work shop Table with sorting, stuffing or counting job set-up
name familiar items in store	Take a field trip to local supermarket. Learn names; see how many items students can name on shelves.	Social Perceptual Training Kit for Community Living (Educational Activities)
ask for item he can't locate	Have child ask store employee for item he can't find.	

Behavioral Objectives

ask bus driver for directions

ask policeman for help

Activities

Arrange with bus company for class to meet bus driver, ask for directions to get on right bus.

Have policeman visit room; have students talk to him.

Instructional Aids and Materials

Spin It  
Speech and Language Materials, Inc.  
P. O. Box 721  
Tulsa, Oklahoma 74101

## COMMUNICATION SUGGESTED MATERIALS AND EQUIPMENT

American Guidance Services, Inc.  
Publishers Building  
Circle Pines, Minnesota 55014

Peabody Language Development Kit, Levels P, I

Bell and Howell  
7100 McCormick Road  
Chicago, Illinois 60645

Language Master

Educational Activities  
P.O. Box 392  
Freeport, New York

Who Said It — Ernest Siegel, et al. (records)  
Social Perceptual Training Kit — Barbara Edmonson, et al.  
Record — Rhythms and Songs for Exceptional Children  
Record — Happy Time Listening  
Record — Listening to Mr. Bunny Big Ears  
Social Perceptual Training Kit for Community Living

Instructo Products Co.  
1635 North 55th Street  
Philadelphia, Pennsylvania

Cut outs for acting  
Melody bells  
Drum

May's Music Company  
514 Central S.W.  
Albuquerque, New Mexico

Stanwix House  
3020 Charters Avenue  
Pittsburgh, Pennsylvania 15204

Informal Dramatics: A Language A Activity for the Special Pupil — Barbara McIntyre, Ph. D.

Word Making Productions  
Salt Lake City, Utah

Revised Word Making Card Set

Communication Boards (if necessary)

Flannel Board and figures (group and individual - purchased or teacher-made)

Polaroid camera and film

Graflex Study Mate - individual filmstrip viewer

Objects purchased in local stores or brought from home

Books and Articles

Doll, Edgar A. *The Measurement of Social Competence.*

Circle Pines, Minnesota: American Guidance Services, 1953

Dunn, Lloyd "Peabody Picture Vocabulary Test"

Circle Pines, Minnesota: American Guidance Services

Golden Book of Fingerplays and Action Rhymes

Hommé, Lloyd *Contingency Management in the Classroom.*

Champaign, Illinois: Research Press, 1968

Kirk, Samuel and Kirk, Winifred "The Illinois Test of Psycholinguistic Abilities"

Urbana, Illinois: University of Illinois Press

Palomares, Uvaldo and Bessell, Henry *Methods in Human Development*

San Diego, California: Human Development Training Institute, 1960

Patterson, Gerald and Gullion, M. Elizabeth *Living With Children.*

Champaign, Illinois: Research Press, 1968

Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards.*

New York, New York: Webster Division, McGraw-Hill, 1960

Molloy, Julia *Trainable Children*

New York, New York: The John Day Company, 1963

Educational Record Sales

157 Chambers Street  
New York, New York 10007

Classroom Rhythms - Animal Rhythms  
Machine Rhythms

**LANGUAGE DEVELOPMENT SERIES**  
**NO. 1: PREPOSITIONS**

The Special Education Materials Center  
1420 Edith N.E.  
Albuquerque, New Mexico  
Jane Blumenthal and Beverly Vogel

A Cooperative Program of the  
University of New Mexico and the  
Albuquerque Public Schools

Language Development

Today we hear a great deal about communication. Are we listening when someone tells us something? Are we able to respond in a meaningful way to what has been said? Communication involves sensitivity between participants, and it also involves understanding of what is being said so that proper response may be given. Misunderstandings often occur because concepts are being used in different ways with different meanings given to them. For this reason, language development plays an important role in the art of communication.

There are three general aspects of language development which are usually considered: namely, articulation or the ability to form the phonemes of a language correctly; concept development or the building of a vocabulary in the language; and structure of language or the knowledge of how to use the words in a meaningful way.

The Special Education Materials Center is concerned with each one of these aspects of language development and hopes to produce several booklets which will be helpful to the classroom teacher in planning the language program. The present publication is the first in the SEMC's Language Development Series. It relates specifically to concept development and the structure of language in the somewhat ambiguous area of prepositions. It grew out of need in the Special Education classroom for greater understanding of prepositions and how to use them.

I. Prepositions

<u>English</u>	<u>Spanish</u>	<u>English</u>	<u>Spanish</u>
for	para	between	entre
in	en	behind	detrás
on	sobre, en	before	delante
in front of	en frente	among	entre
beside	al lado	with	con
up	arriba	to	a
down	abajo		

## SUGGESTED WAYS TO MAKE THE PREPOSITION CARDS MORE USEFUL

For easier handling and storage, the preposition cards come to you with holes punched in them. They may be taken out of the envelope in which they arrived and placed in a looseleaf notebook. Hopefully, future Language Development Series will come in the same form, ready for inclusion in your notebook.

You may wish to mount the series on cardboard for further durability. Any kind of cardboard will do, but shirt cardboard may be the cheapest and most readily available. If you like, you can punch holes in the cardboard and use both cardboard and notebook. Cards may then be laminated.

Experience has shown that the cards work better if the dog in the picture cards and the letters in the word cards are in color. Perhaps you can find time to add the color yourself since printing costs prevented our adding it. A marking pen is useful for this purpose, although crayon will do. The dog might be orange or brown. The words may be any bright color.

### II. Suggested Lessons

First lessons with the use of prepositions should be with actual objects. A plan for teaching concepts In and On is presented below. It should be remembered that in Spanish the word En may mean either in or on and the clues to the speaker and listener are contextual. There are two words which they must learn to use properly for the single concept En.

SAMPLE LESSONSIn - On

**Materials needed**

refrigerator carton large enough for child to get into; stool or large block small box with several small toys in it; piggy bank pictures, preferably humorous; demonstrating concepts

Procedure

"Have a child get in the box. While he is in the box the teacher is saying "Alan is in the box." "Where is Alan?" "He is in the box." The teacher describes each child's actions, sometimes she will get an answer to her question, if not, she should answer it herself without insisting that the children do so. The child feels what in means.

From the gross involvement in the concept, the child proceeds to a generalizing of the concept to anything that is in something else. This is done through the use of the small box with toys and with any other objects that are readily available in the classroom. The teacher should always be on the alert to use objects in the child's experience. Imagination and creative thought are requirements here as in all teaching. From actual objects the teacher proceeds to pictures. If she is an artist, she is in! If not, she should try to find interesting and humorous pictures if possible. Again there is much discussion of in in terms of self talk or parallel talk on the part of the teacher. That is, she first describes the picture herself, asks questions and makes some answers.

A good deal of variety is needed because repetition is important and variety keeps the repetition from becoming boring. The teacher can make an "IN BOOK" of pictures containing pictures of the concept.

Conversation — in playing and working with the children, teacher and aide should be on the alert to use concepts during normal classroom conversation.

Games — 1. Set up a number of in situations. One person is "it" and places himself or something in something. The person who describes what he is doing gets to do something. 2. "What is in my hand?" "Which hand is it in?"

Activities — A booklet can be made on all concepts so that child can take this home to reinforce memory of them. Parents should be alerted as to what the book is about and how to use it.

ON

Have each child get on the stool or block. Describe his actions. Do the same with other objects around the room. Be sure that you describe what each child is doing, and then ask what he is doing. Whoever answers the question and in whatever way as long as he indicates some idea of the concept on should be positively reinforced with "Good boy" or whatever other comment the teacher wishes to use. In general, these children are so eager to learn about new things that there should be no need for extrinsic reinforcement

such as, Ms. Imaginative and interesting presentations will increase the child's attention to the task. After gross involvement with the concept, have a number of small items that the child can place on a box or other object. A number of interesting pictures can be presented for the child to describe as he wishes. If teacher does not get good response she should make one herself without comment. Continual positive reinforcement of whatever response the children do make seems to pay off better than trying to force a response.

Conversation — teacher and aide should be on the alert to use the concept in the classroom and watch for opportunities to support the child's natural use of the concept.

Games — teacher-made games such as "I see something big on the table." (block or other object having been placed there). "What is it?" answers should be expanded as "I see a block on the table."

Activities — "On Book" individual books, children can make bulletin board with pictures of concept IN and ON.

#### Five or Other Number Concept

Materials needed — actually anything that enables teacher to present the concept concretely is all right. The materials used in this presentation were "five" little chickens placed in a small glass container.

Tape recorder

Pictures

Material to make "five" pictures

Clay

Procedure — Ask the children to guess what is in the jar. They can see something colored but cannot see any form. Take chickens out one by one and line them up. Count the chickens, have the children count with you in unison. Do the same with any number of other items. Let children hold five things and count them.

If you have a tape recorder, any of the sessions can be recorded for instant play-back. The children like to hear themselves and this is one way to encourage individual counting and general responses.

Pictures with five things in them, as much variety as possible should be available to the teacher. Children can make own picture to put in their books.

Conversation — many in this group are five years old which can be discussed. Chairs, toys and other things around the room can be put in groups of five. Teacher can use this at meal and snack times also.

Games — musical chairs with five chairs and five children to start with. "How many do you see?" alternate one and two things with five things; ask children to tell how many they see.

Activities — make picture as noted above. Make things with play dough or clay for children to take home to count.

Hard and SoftHard

**Materials needed** metal truck, marbles, any hard toys, small rocks, etc. Poster made of hard and soft things — the one used in this program was a "Hard and Soft Bird" made of pins, nails, buttons, cotton, feathers and soft material. Pictures of cards, planes, and other things that feel hard. Rocks, buttons, cotton and cloth to make a hard and soft picture.

**Procedure** — review what fingers do from body image program. If children do not have this background, develop a short lesson on how our fingers can tell us things. How we know what objects feel like: One way to do this is to play "Seeing with our fingers." In this game several objects are shown to the child, then he is blindfolded and handed one of the objects to guess what it is by feeling it. After the children become proficient at this they can be given an unknown object and asked to guess what it is. When the teacher is sure that the children remember or have developed an understanding of the concept of feel, she presents the objects representing the concept hard. She makes up simple sentences such as "The rock feels hard." "How does the rock feel?" Again she should answer herself until the children start answering spontaneously. By this time spontaneous responses should be coming regularly but not necessarily from all the children. The latter may need more individual help in internalising the concept and should be noted by the teacher and aide.

Use all concrete examples that can be found. Present pictures of animals, cars, blocks, etc. Ask children to tell you the ones that will feel hard.

Soft

**Materials needed** cotton, soft material, feathers, pillows, anything that feels soft

**Procedure** — same as for hard, elicit responses where possible, after word is learned, compare hard and soft.

Look at hard and soft items, feel them, tell what they feel like. These items should be left on table for children to work with themselves later on. The teacher reports that a good deal of handling of objects left by the instructor has occurred and that conversations go on about them.

Poster concerned with hard and soft also makes good group or individual conversation piece. If pretty feathers and other interesting hard and soft items are placed on it, it can be presented to the group and have children tell which part is hard, which soft.

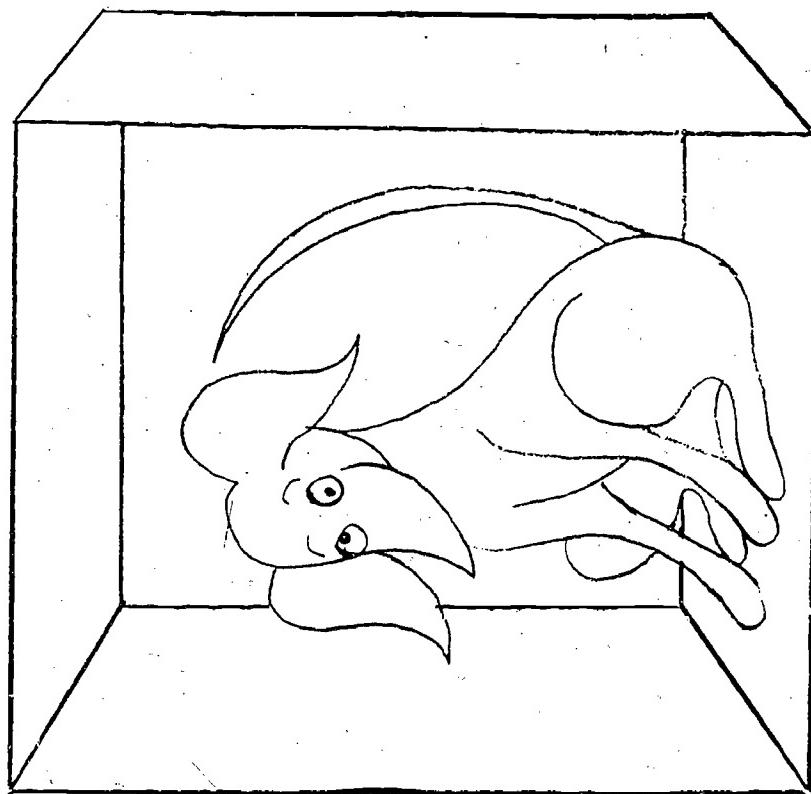
**Games** — blindfold and give some item to child which is hard or soft, have him guess which it is. See who can name the most hard things in the room, same for soft things.

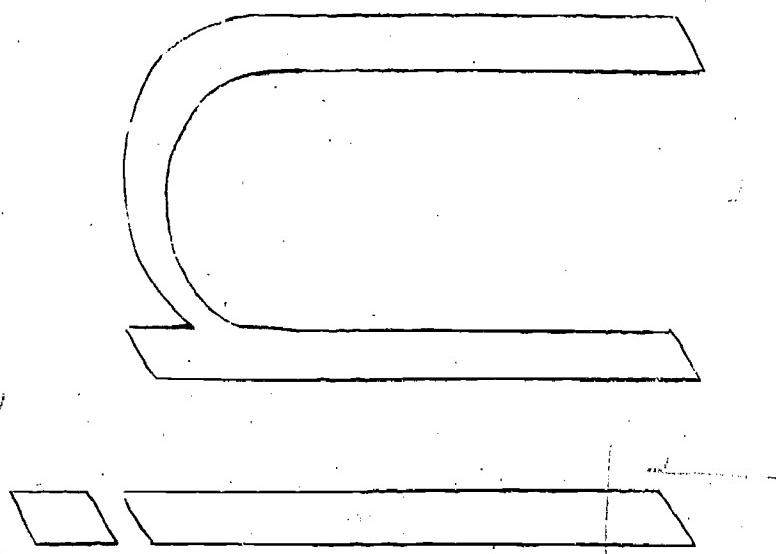
**Activities** — using rocks, buttons, cotton, material and any other items the teacher has been able to acquire, let children make collage with crayons, paints, etc., and hard and soft items.

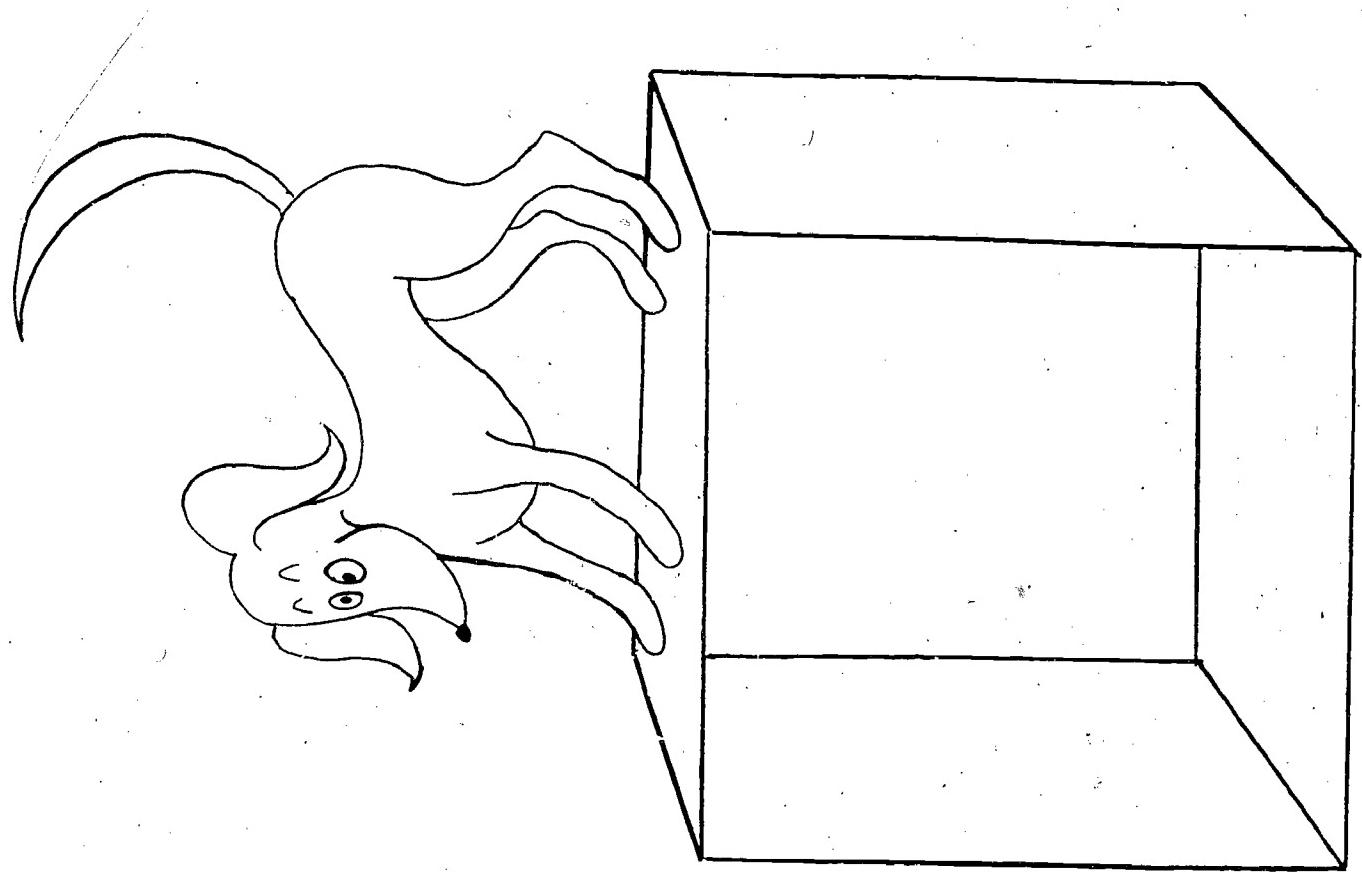
Teachers, as always, will adapt this lesson plan to their own classroom rather than using it in a rigid manner. Similar plans may be developed for each concept; activities may be changed as the age and ability level of classes change.

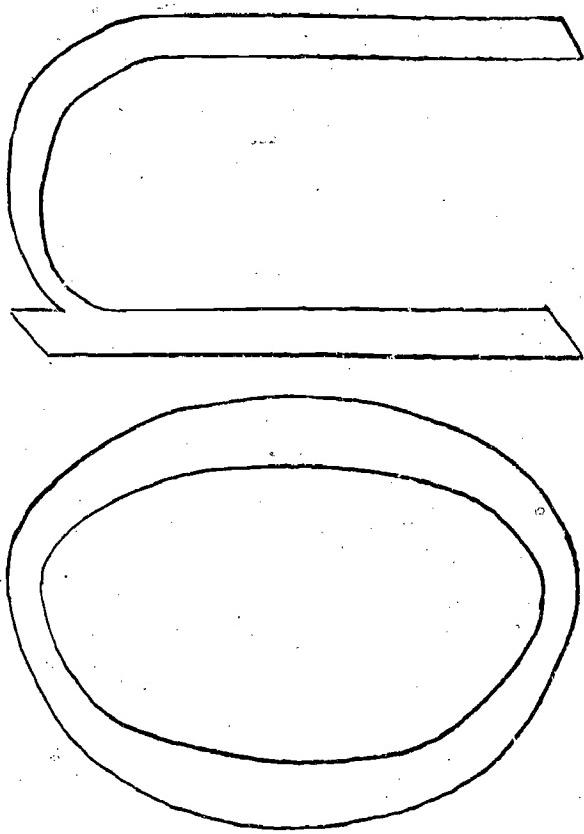
Research on learning patterns of the slow or retarded student indicates that pictures do reinforce the learning of concepts for these children even more than for the child with normal intelligence. The teacher is urged to supplement the pictures presented in this booklet with others which she makes herself or finds in magazines.

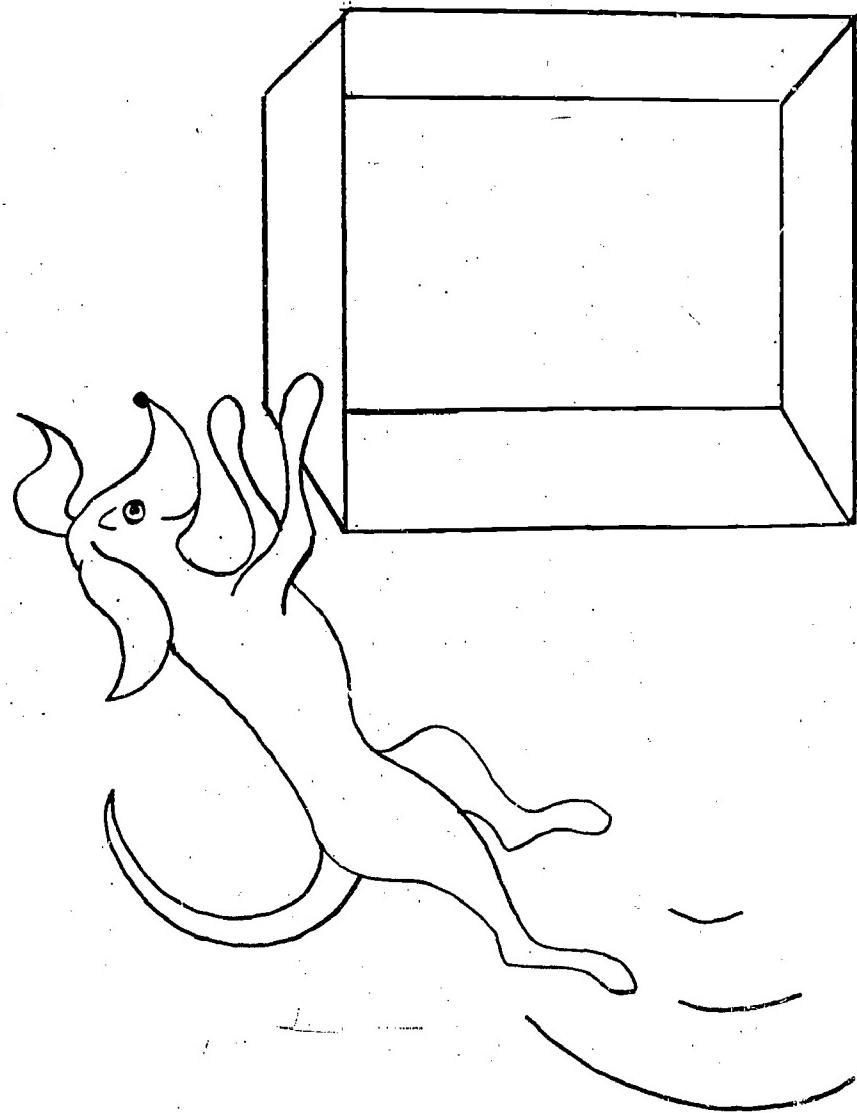
If you wish further help with language development in your classroom, please come to the SEMC to browse through the materials which we have available. They are there for you to borrow. Our consultants are available for discussions on curriculum development or for construction of materials for classroom use.

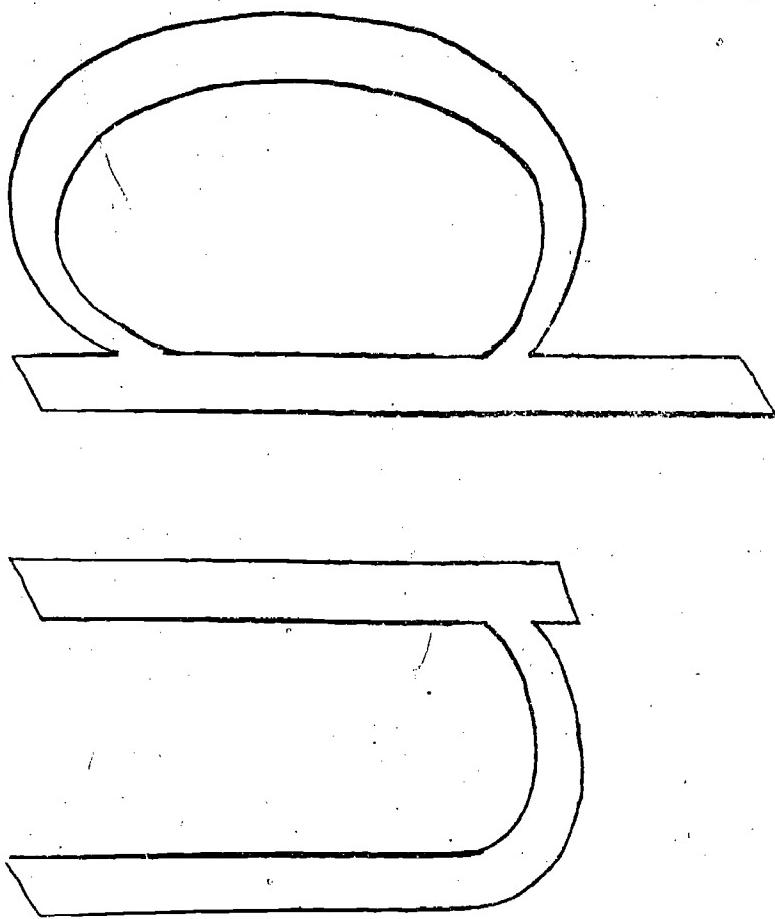


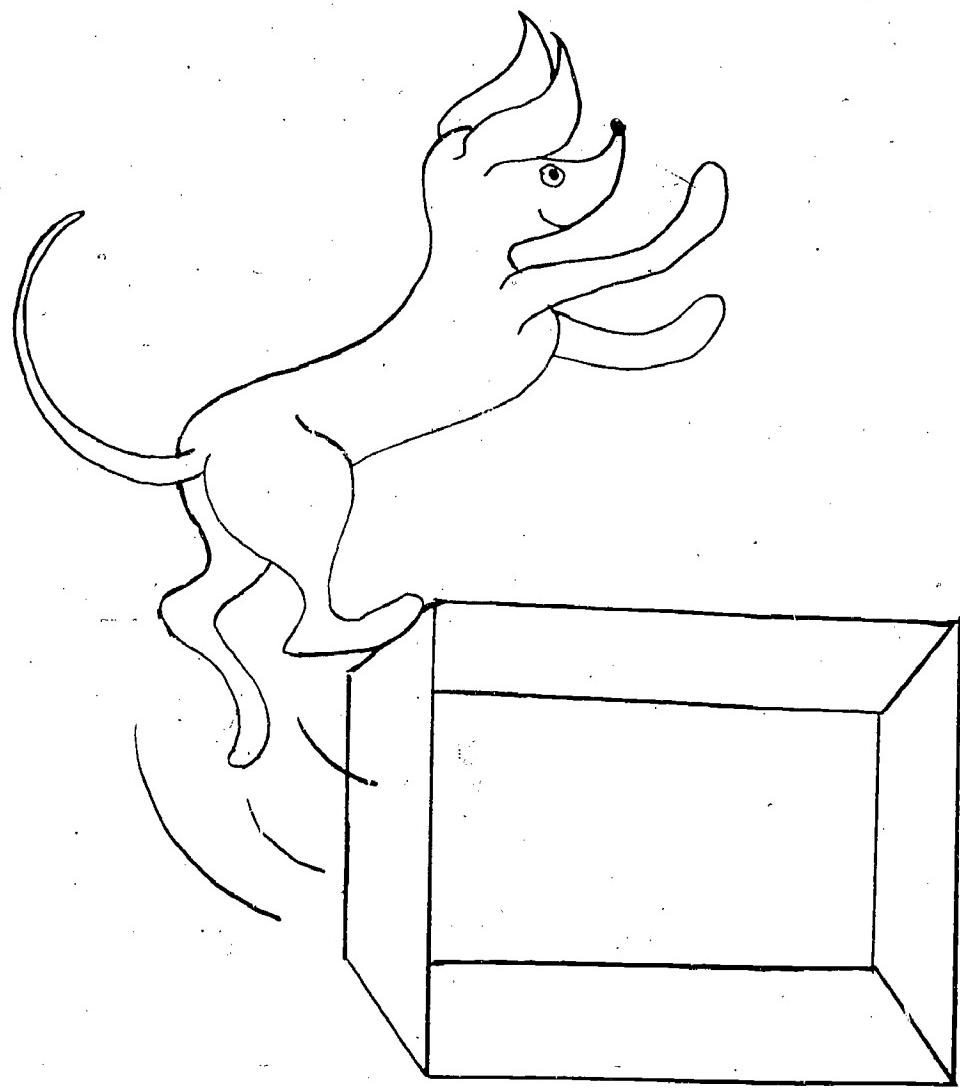


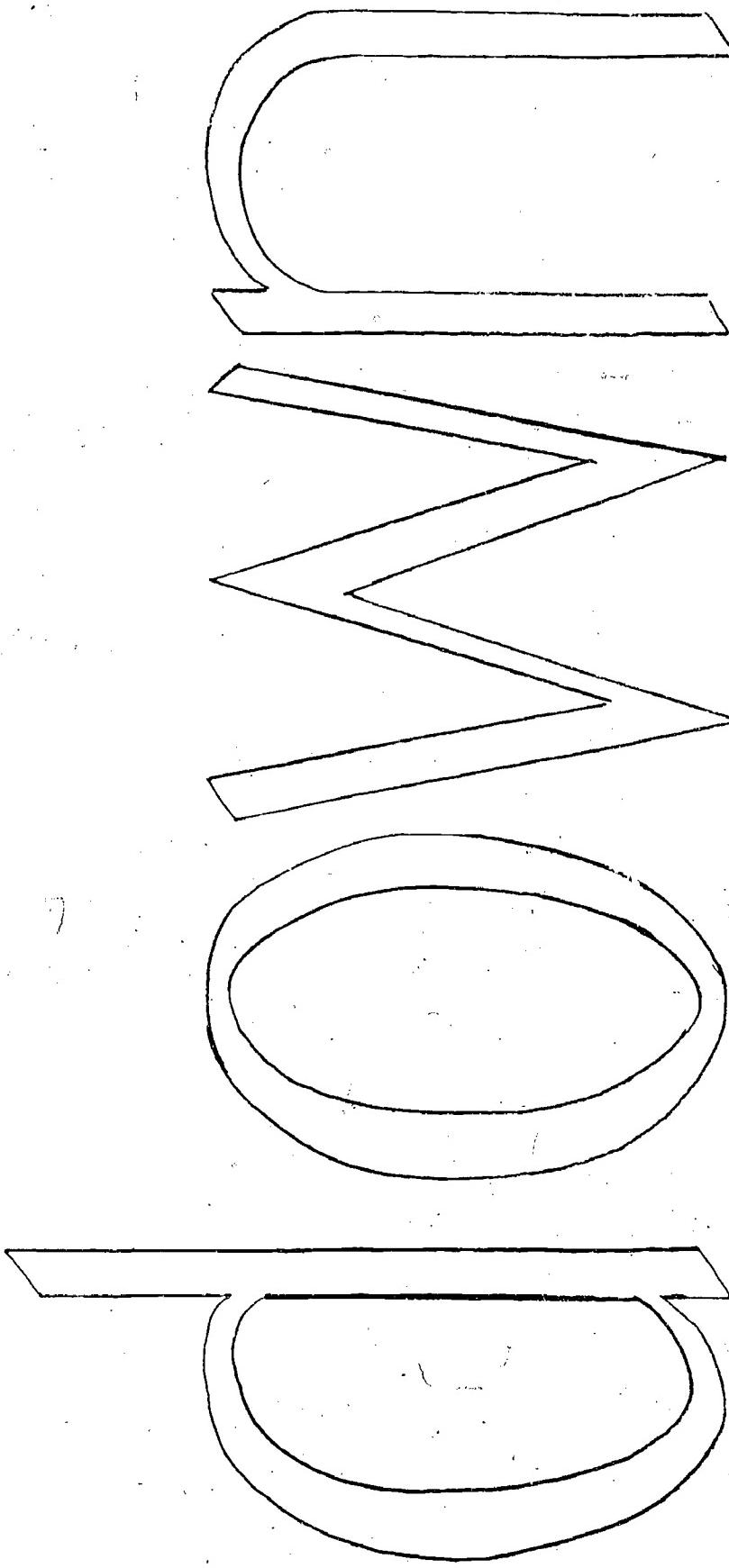


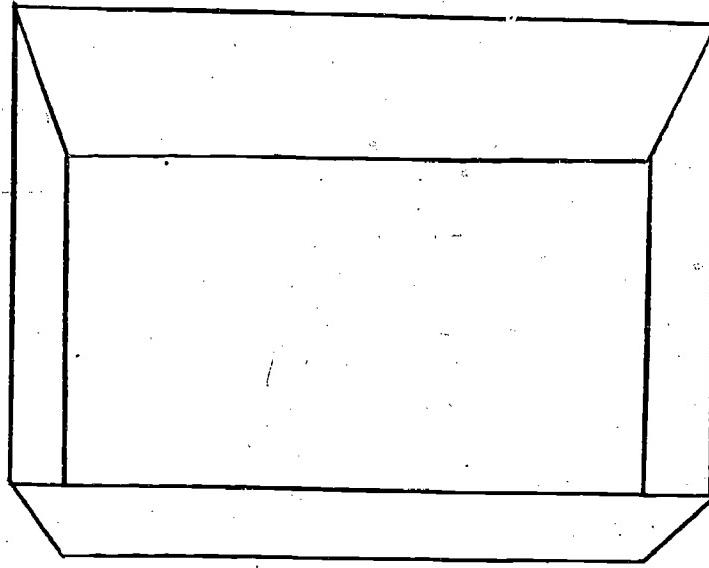
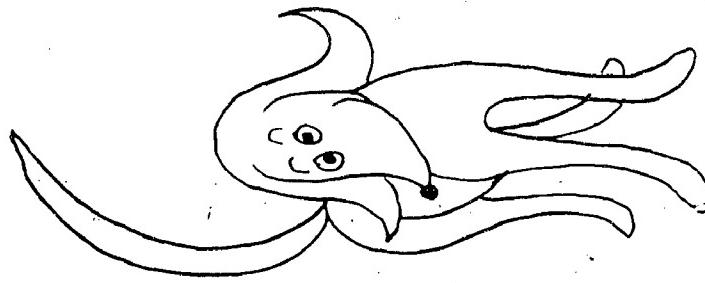
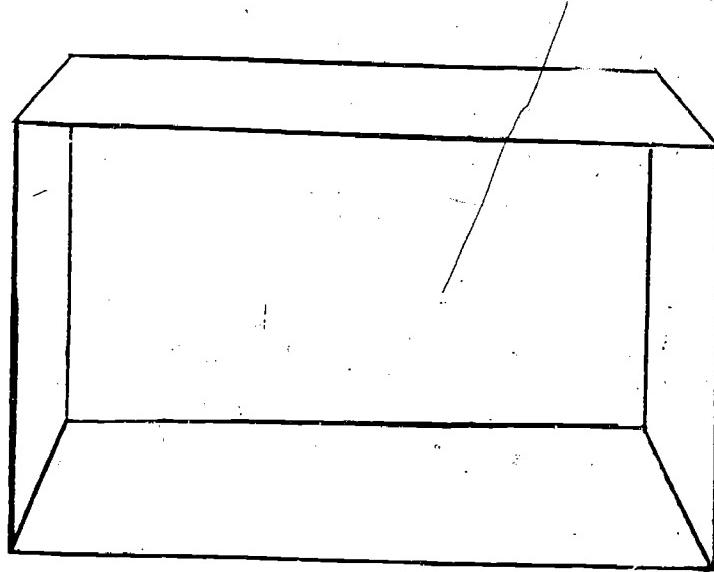




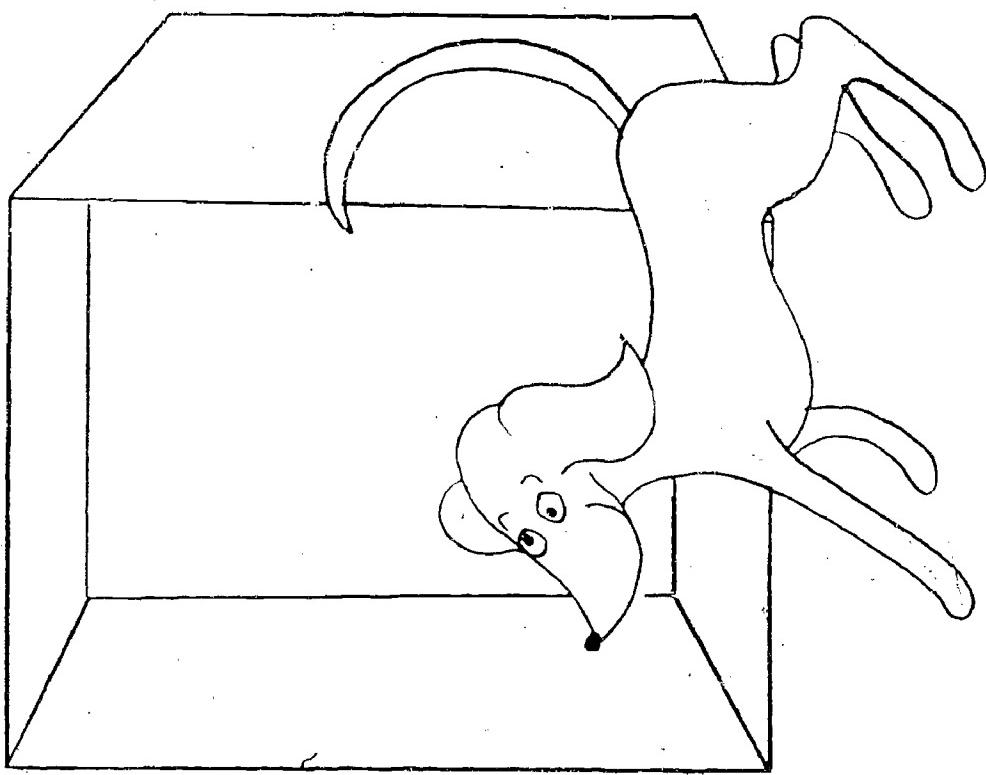


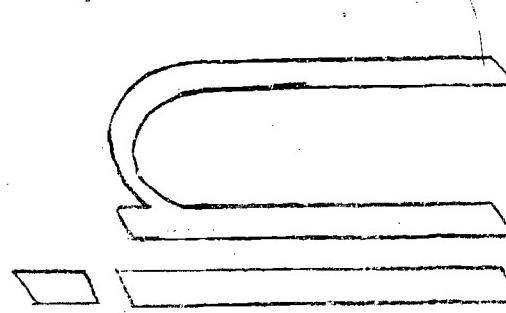
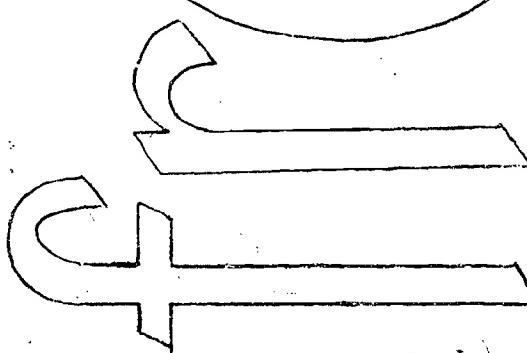
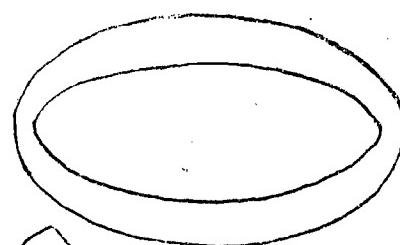
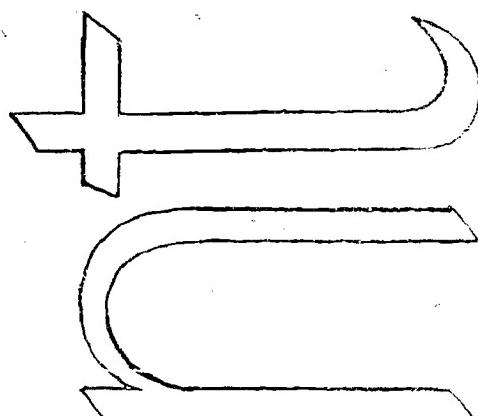
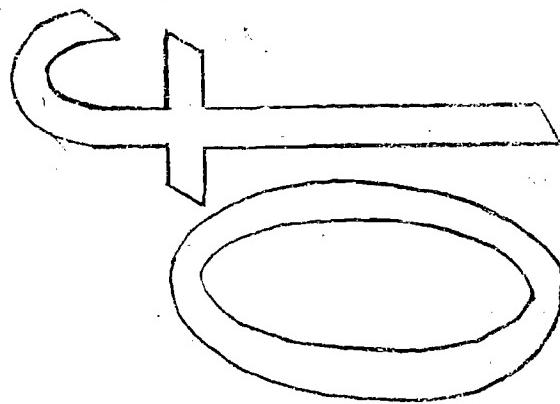


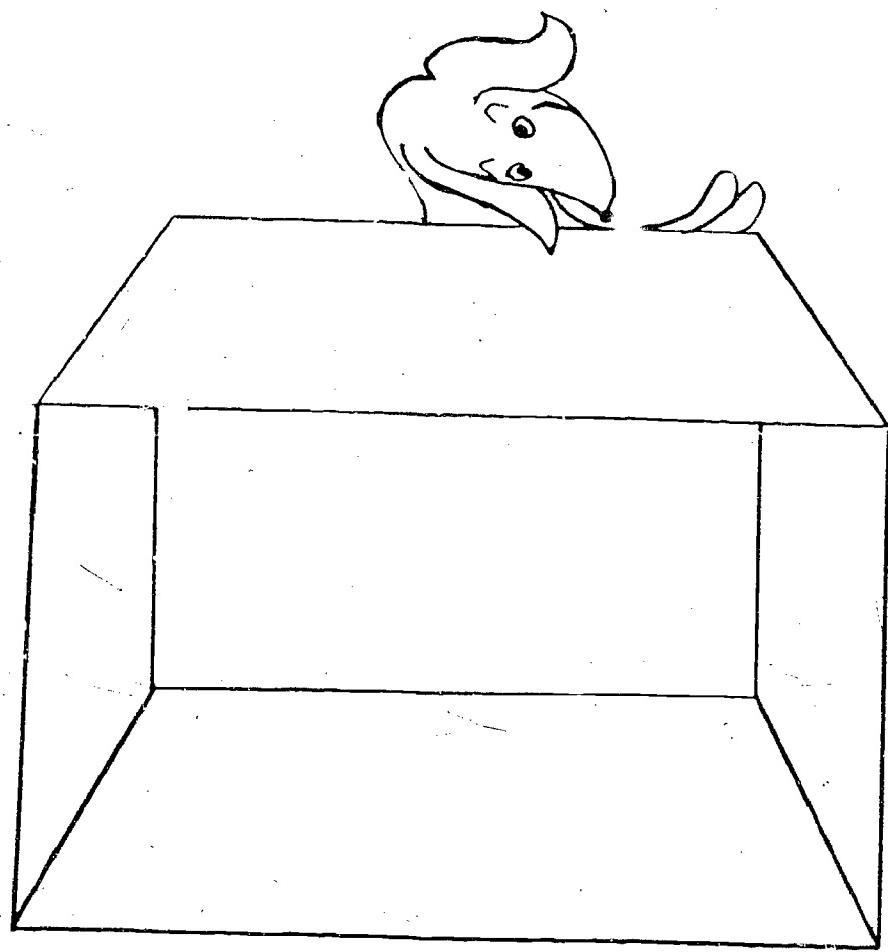


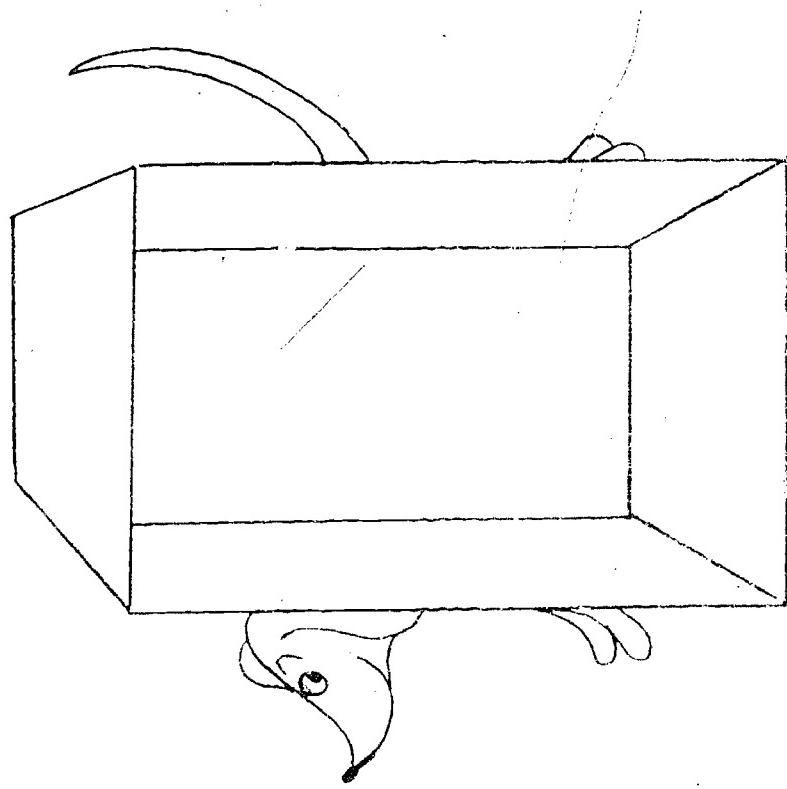


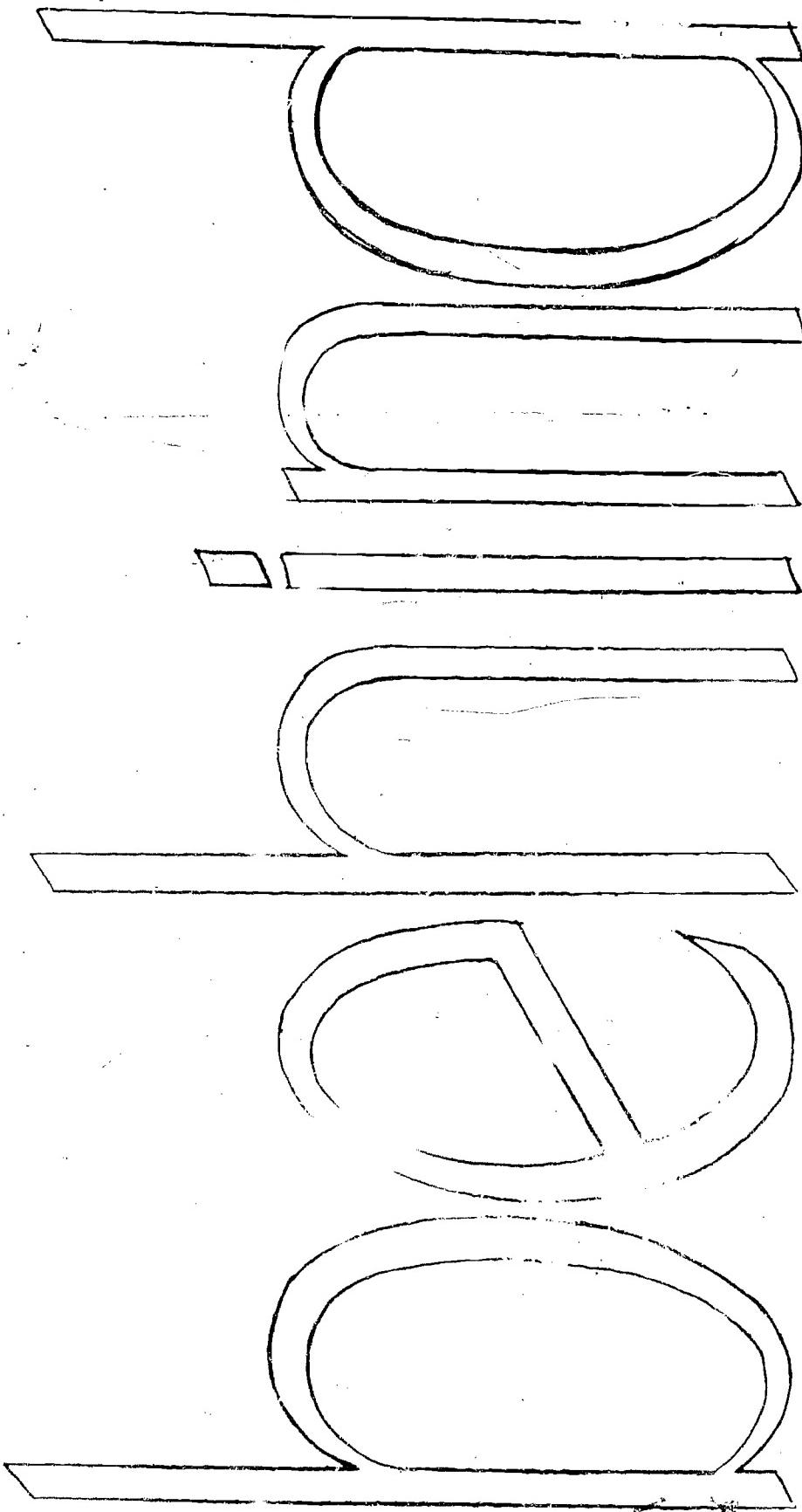




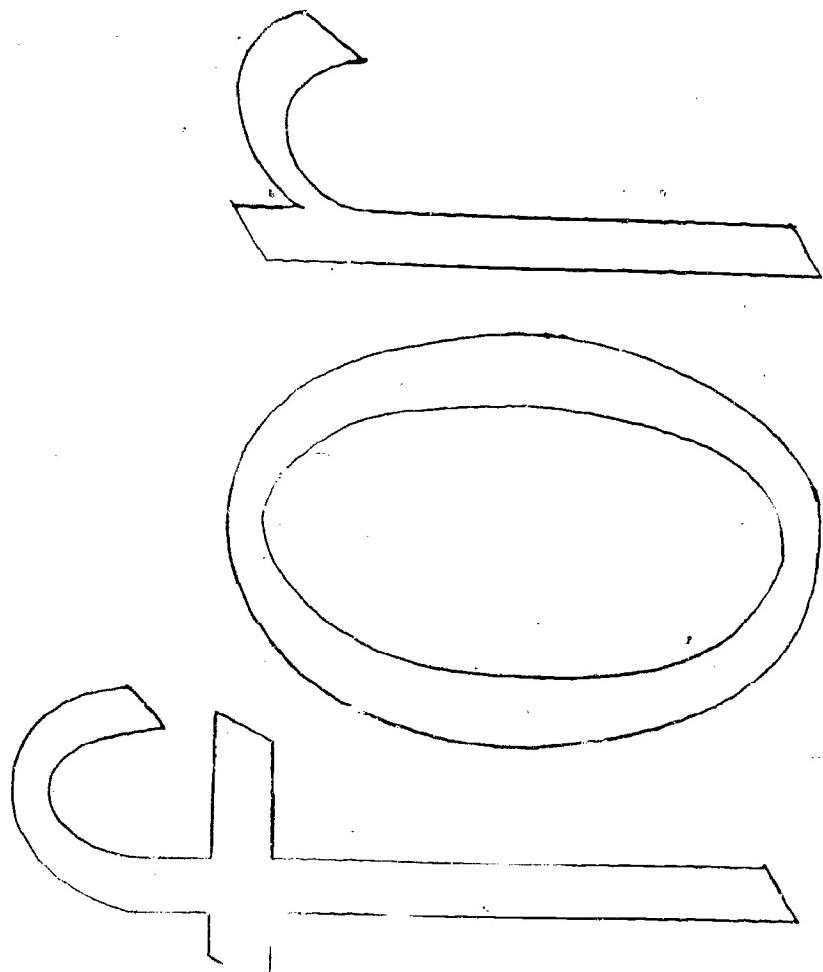


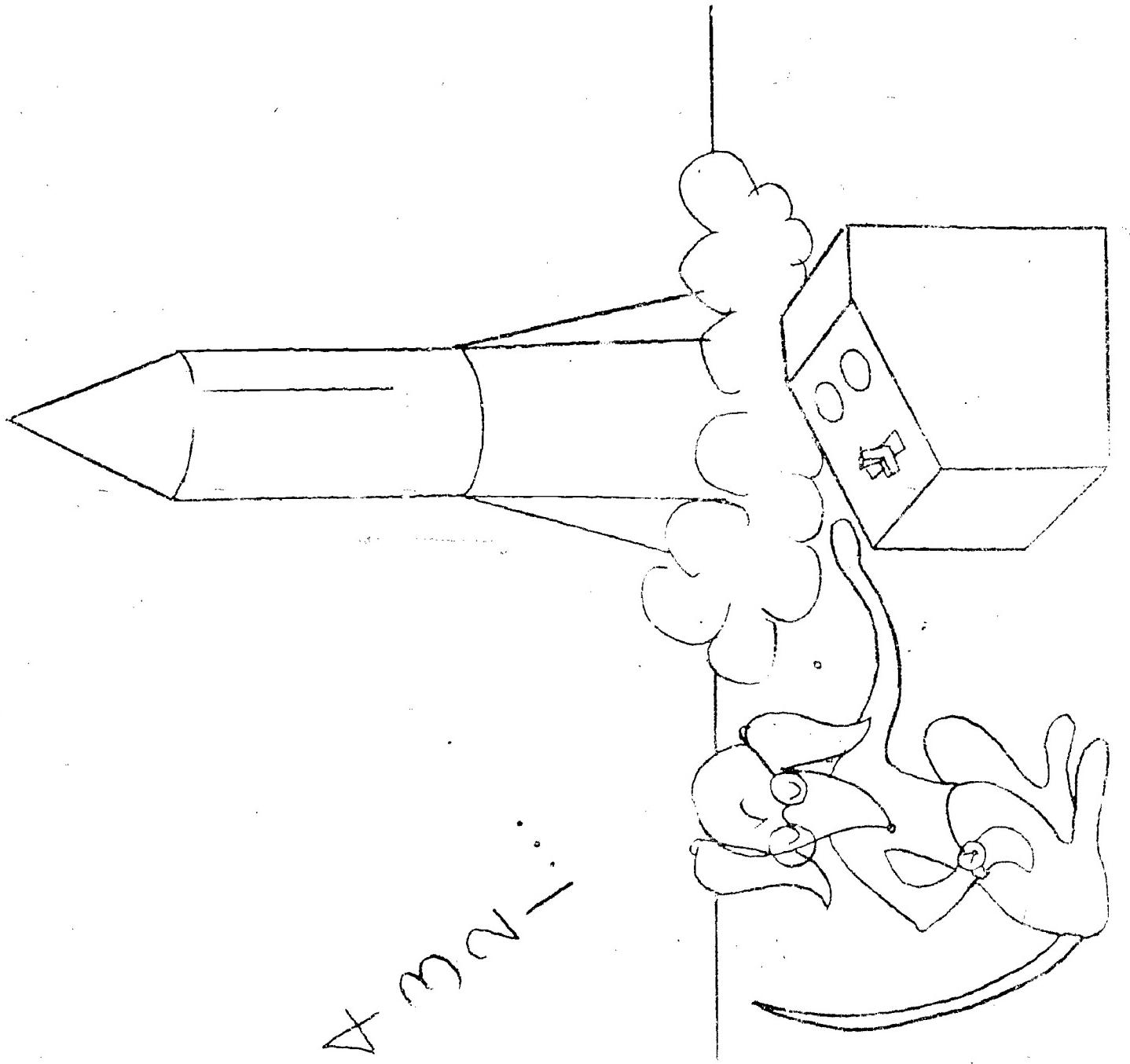




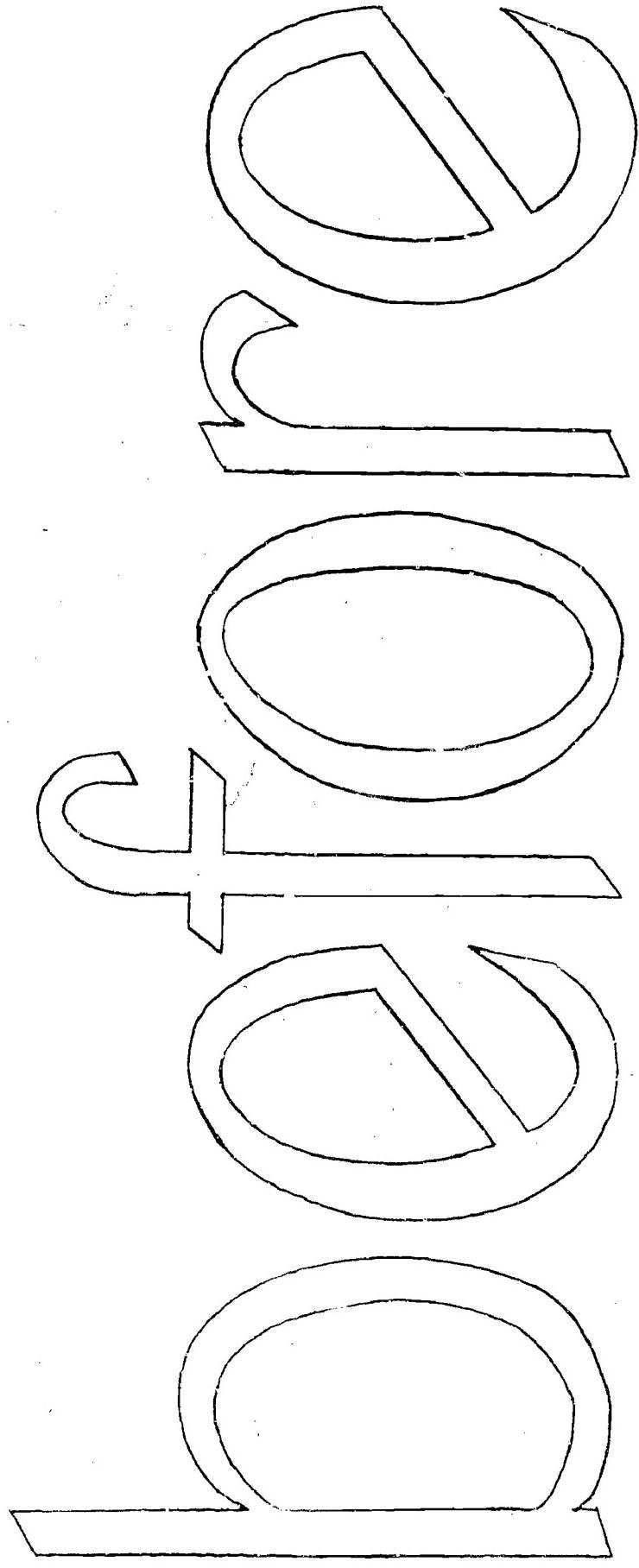


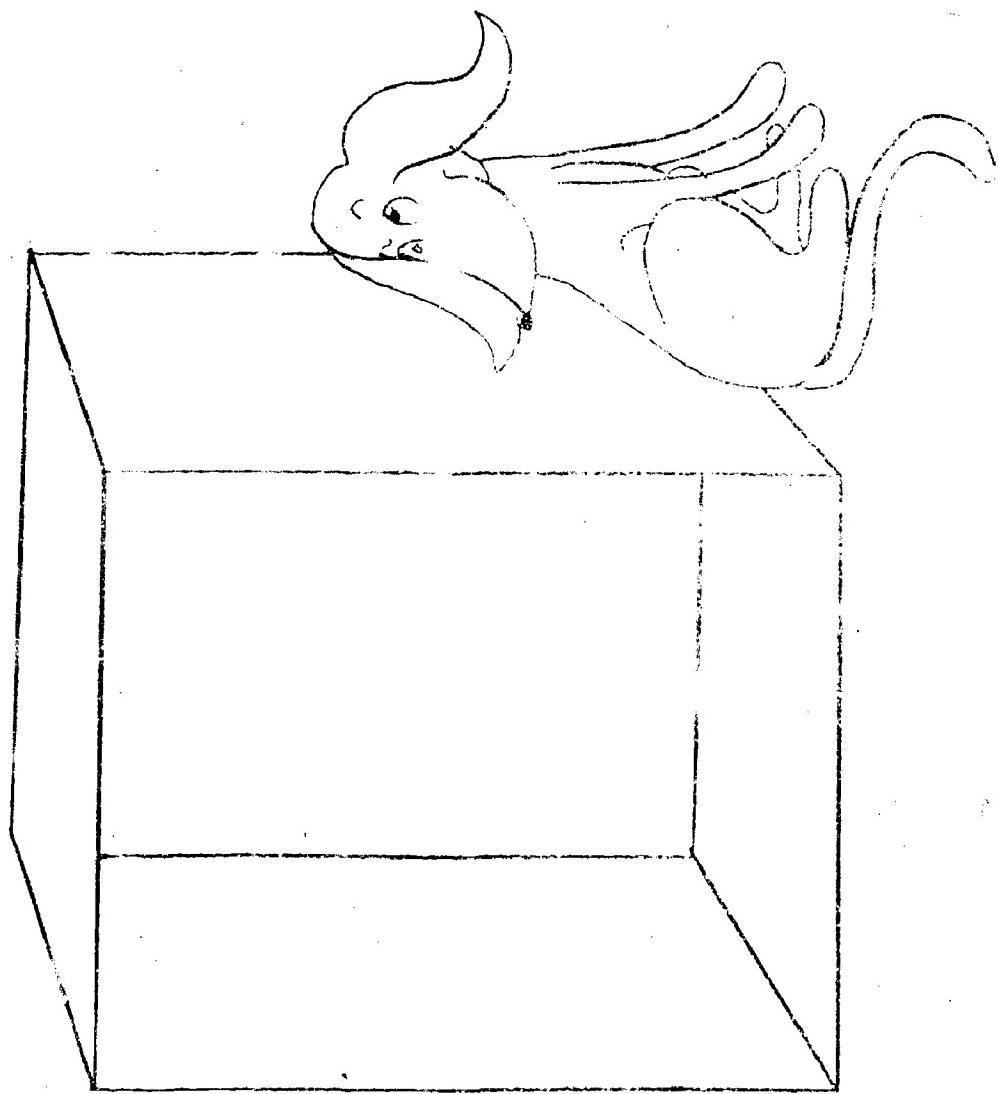


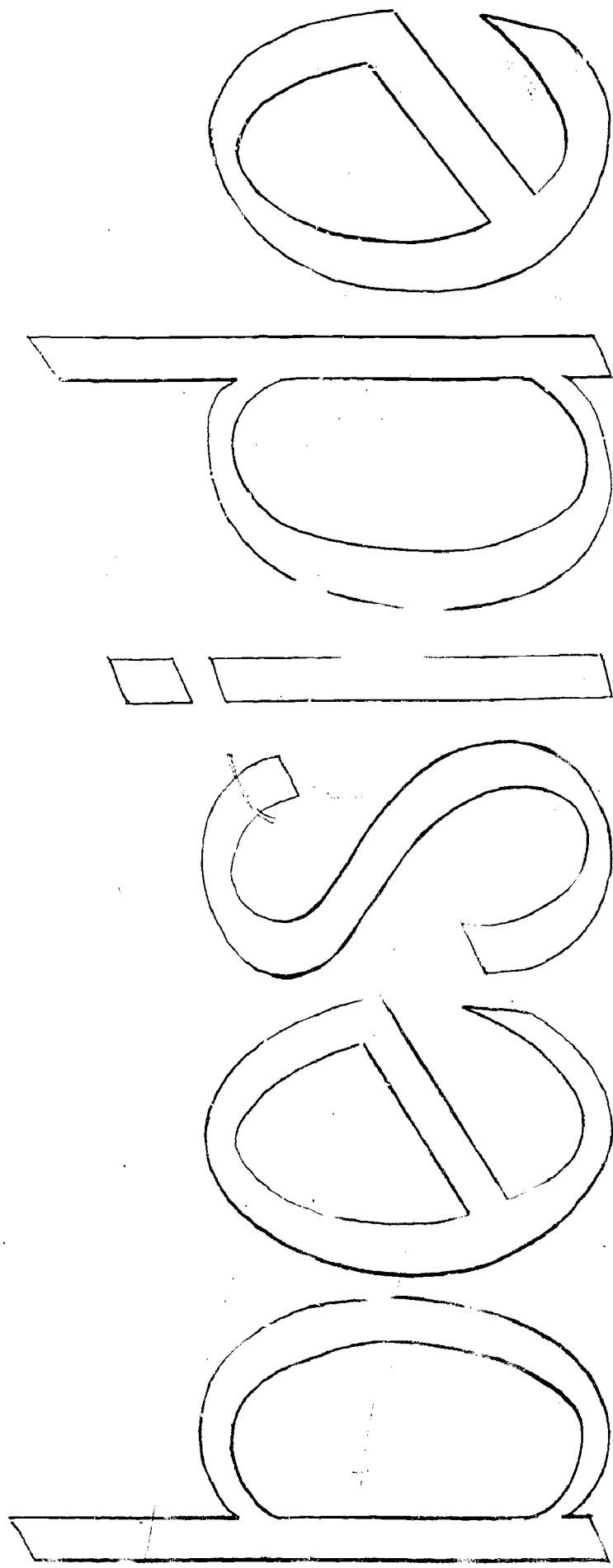


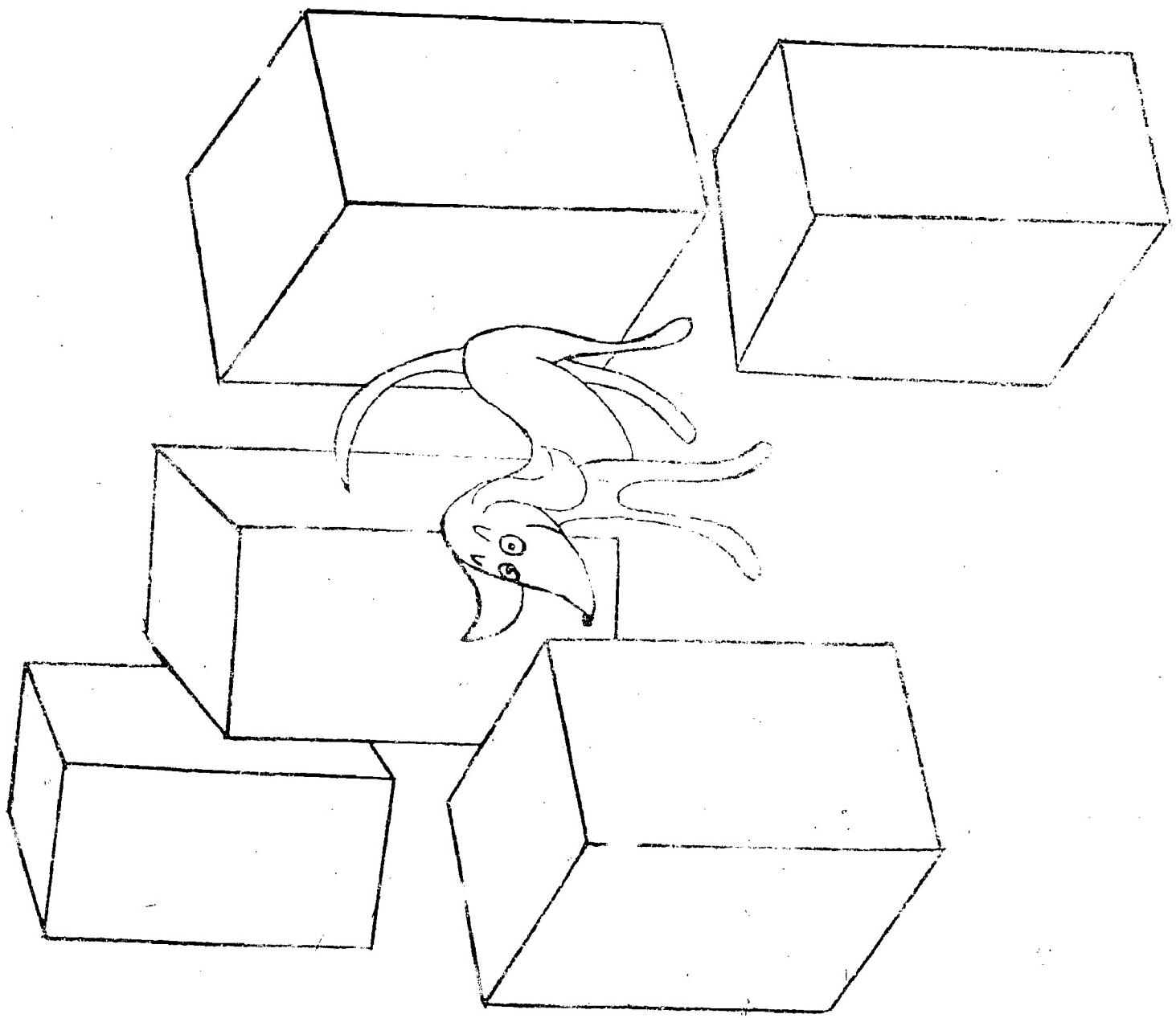


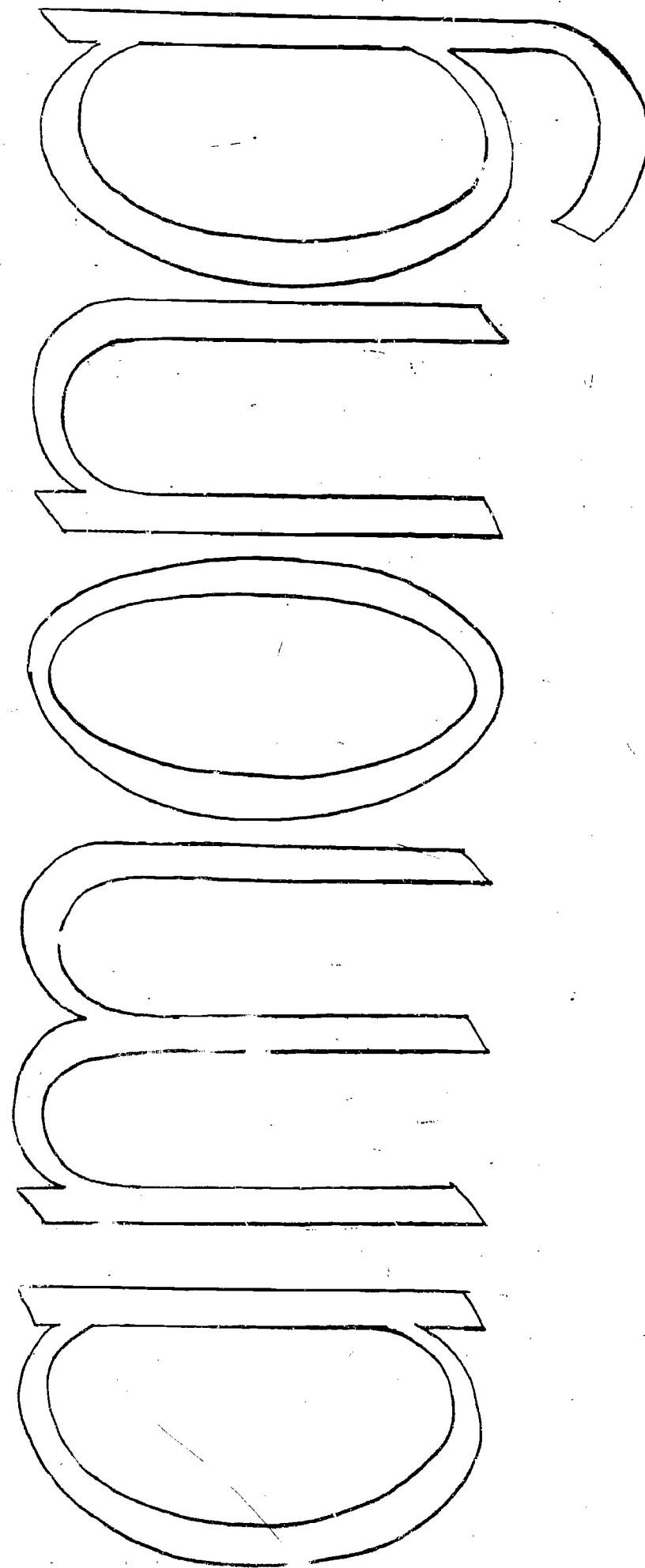
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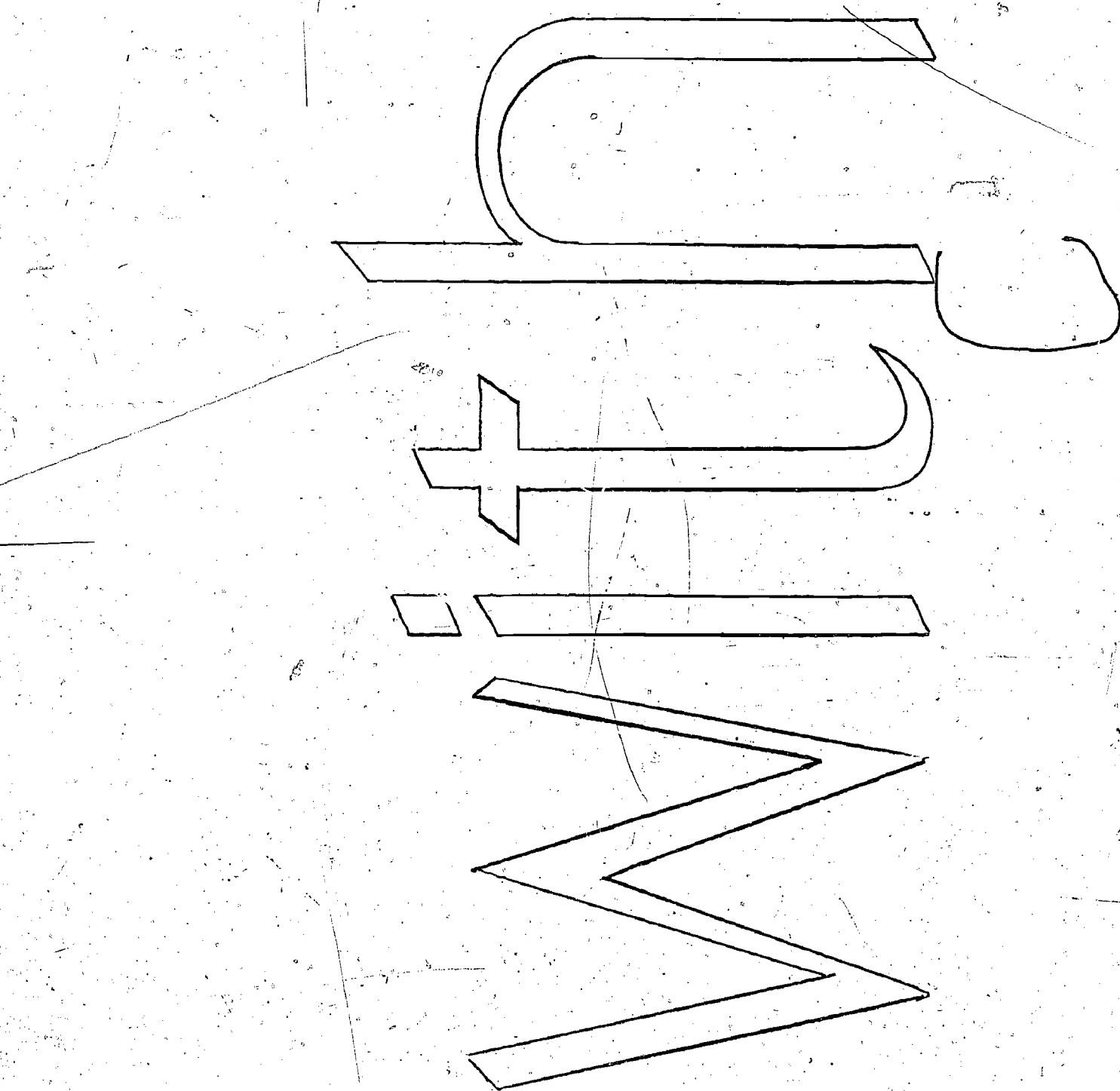


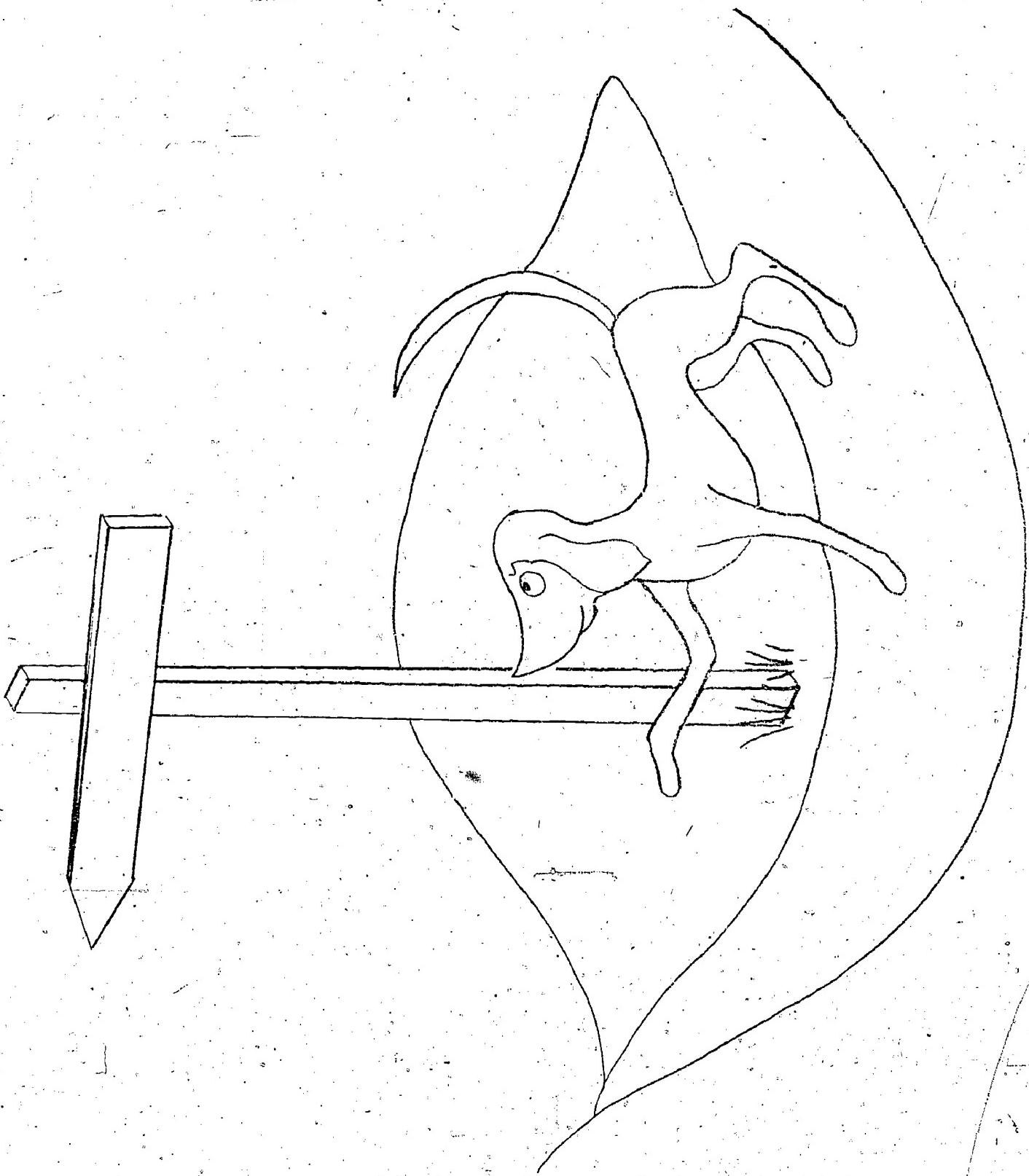


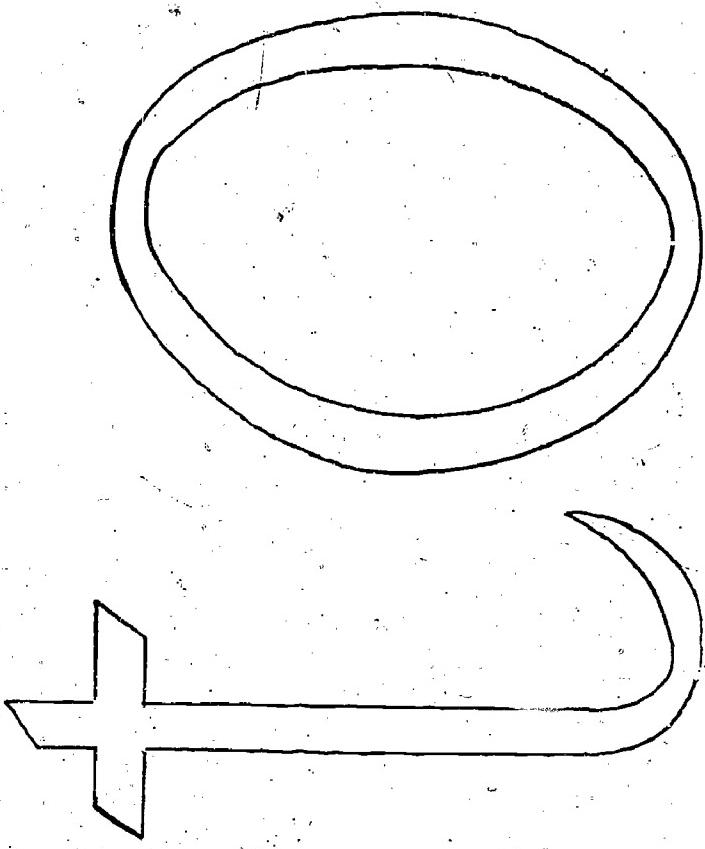


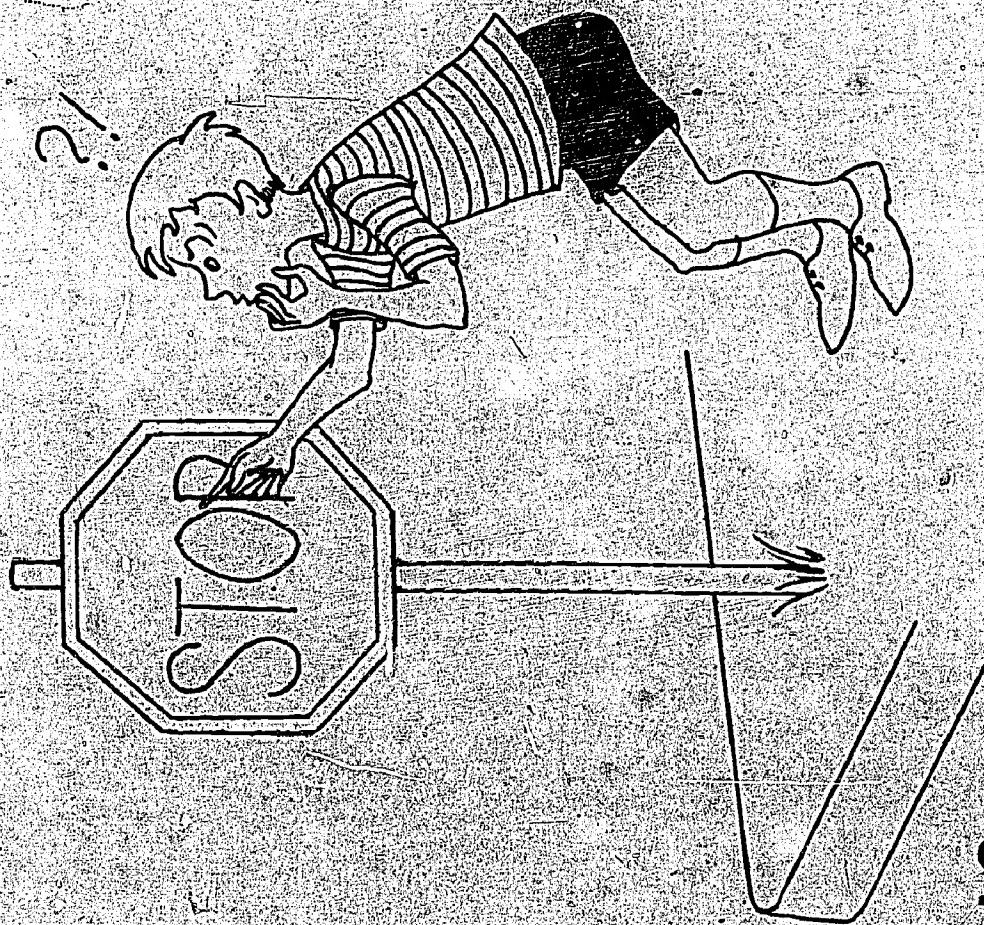












FUNCTIONAL  
ACADEMIC SKILLS

## **FUNCTIONAL ACADEMIC SKILLS**

The Functional Academic Knowledge Skill Area is a controversial one in the training of the TMH. It has long been the opinion of many educators that the TMH Training Program must be limited to one of survival learnings necessary for future institutional placement or sheltered living. However, some TMH persons have shown the ability to acquire limited academic skills which have been useful and satisfying to them. The authors feel that this skill area should be a part of any TMH program.

In this Curriculum Guide, the Functional Academic Knowledge Area includes reading, penmanship and number experiences as needed by the individual to participate in a happier and safer home and community and to work in a sheltered workshop or activity center. While the area of reading cannot be considered the most important, it is probably the area most used and most abused. Since it is generally accepted that children with an I.Q. below 55 will not read readily, the authors believe that reading activities should be limited to names, directions, and labels which have meaning and practical value to the students. Numerous opportunities must be provided so an individual can achieve the degree of "reading" of which he is capable. In some rare instances, older trainables, who have reached their optimum mental maturity and have been trained in an exceptional program for many years, may read a few words or sentences. It is common for some students to memorize words or stories and recite them with very little understanding. However, if a child begins to read words or sentences with comprehension, a complete re-evaluation should be requested to determine if the student has been placed in the wrong program.

Although writing and many number skills may be beyond the "capability limits of most of these students, learning opportunities must be provided to develop some limited skills which may be helpful to them. The authors agree that writing words other than name, address and pertinent information needed for employment has very limited value. At the same time, we believe that any number learning the TMH can achieve is valuable, but they do not advocate the teaching of numbers which the child cannot understand or use. The school environment, which is the ideal place to teach skills for daily living, must not be a "Writing and Number Factory" merely to satisfy a few parents who insist on traditional academic training for their young ones.

Such activities as those described in the Guide, must be taught in a relaxed, but structural, classroom atmosphere in which the student feels free to participate. The teacher must bear in mind that many discipline problems are caused by activities in which the TMH children cannot succeed or cannot understand. Rather than force a child to participate in something that has no meaning for him, it is better to forget the "academics" and concentrate on personal skills or social competencies needed to make him a more adequate individual in his post-school environment.

Skill Area — Functional Academic Knowledge  
Level — Primary

Behavioral Objectives

Receptive and Expressive Language

Activities

Naming

The child will be able to:  
use correct names for persons  
and objects in school and  
home environment

father	home	school	principal
mother	family	crayons	cigar box
sister	pencil	crayolas	school nurse
brother	paper	teacher	custodian
baby	desk	table	secretary
paste	cook	chair	paint brushes
paints	scissors	first and last name	

(Review Communication Skill Area for suggestions in speech development.)

give his first and last  
name

Circle games for all students.  
Make first name cards for each child. Hold up card and ask, "Whose name  
is this?"

When child responds, let him hold card.

Put all student name cards in card pockets. Call each child and let him find  
and hold his name card.

Put child's name card at desk or table where you want him to sit. (Tape the  
card to the table) Let him find his name. When child has learned to recognize  
his first name, play some games with flash cards with first and last names.  
(See Social Skills Activities)

name family members:  
mother, father, sister,  
etc.

Use wooden family for identification. Use simple command: "John, please  
find the father, etc."  
Collect colorful pictures showing family fun.  
Say, "Who is throwing the ball?" etc.

Wooden Family  
Judy Company  
Colorful pictures of family fun

Locate a family set which can sit, stand, etc. Set up the doll house with  
furniture and encourage the students to play with the family. Listen to the  
child's play vocabulary to learn his vocabulary needs.  
Learn the Family Fingerplays.

Doll house with furniture  
Family which can sit, stand, etc.

Rhymes for Fingers and Flannelboard pp.78-86

Instructional Aids and Materials

Actual objects and persons whenever possible

Vocabulary Development for Oral Language

father	home	school	principal
mother	family	crayons	cigar box
sister	pencil	crayolas	school nurse
brother	paper	teacher	custodian
baby	desk	table	secretary
paste	cook	chair	paint brushes
paints	scissors	first and last name	

(Review Communication Skill Area for suggestions in speech development.)

First name card for each child.

Card pockets

Name card

Tape

First and last names flash cards

## Behavioral Objectives

identify objects and persons in home environment

Associate names with people. Ask parents to supply pictures of all family members or make a home call and take instant-type pictures of each family member.

Make "Family Book," pasting pictures of one family on each page. Cover the pages with clear plastic and library tape so the books can be handled by student to find his family in the book. Let him identify each person by name. Make another family book using pictures from magazines or drawings by students. Have one page for each family member showing what he does each day. Show your book to the class identifying each family member and telling what he does.

Identify objects in room that are found at home by Guessing Games. Find pictures of objects you have at home.

identify own street sign with help

Play "Find the \_\_\_\_\_" on the bulletin board. Identify the person with his job. Ask persons (whose pictures are on bulletin board) to visit classroom so students can become acquainted with them.

identify persons and objects in school

Read stories about school personnel. Ask, "What is his \_\_\_\_\_ name?"

Pretend you are one of the school personnel. Show what you would do. Tell what your name is (same as person you are pretending to be). Tour the school plant and see where each person (on bulletin board) works.

Draw pictures of persons and things you saw on the tour. Make a school book. Draw a picture of each person (from bulletin board) working.

Staple book together to take home to show parents. Teacher may write person's name at top of page so parents can encourage use of names at home. Play identification game with objects. Say, "Find the table" or, "What has four legs?" Find pictures of objects in classroom.

Make charts showing objects which you may wish to use in teaching.

## Activities

### Instructional Aids and Materials

Instant-type camera

Picture of each family member

Paper, clear plastic, library tape, pictures of each family member

Pictures

Drawings

Paper

Objects found in home  
Pictures of home objects

Streets from black or brown paper  
Street signs for student's home address  
Popsicle or ice cream sticks  
Modeling clay  
Small car or truck

Note: Make pictures with instant type camera

Pictures of school personnel

Stories of school Personnel

Tour of school plant  
Paper, crayolas  
School book  
Student's drawings

Objects in classroom

Pictures of classroom objects

Charts with real objects or pictures of classroom objects

### Behavioral Objectives

#### Activities

#### Instructional Aids and Materials

Find two identical pictures of objects. Paste one in a box along with several other objects. Give the child the box and identical objects to match. (Real objects may be used with one object being stapled to the box.)

Sort pictures into categories (toys, people). Name the objects after sorting.

Sort toys and play people into categories (toys, people). Name the objects after sorting. Sort objects (balls or balloons) according to color. Name the object and the color. Same activity with pictures.

Put several objects on table. Ask students to close eyes. Take away one object. Guess which one is gone. Same activity with pictures.

Draw pictures of things you see at school.  
Draw pictures of toys you play with at school.

#### Following Commands

The child will be able to:  
listen to and respond  
to simple commands

Give simple commands such as, "Close the door," etc.  
Play Action Games: "Put your hand on your head," "Put your hand under the chair," etc.

Play Identification Games. Give simple command such as, "Bring the big ball to me" or, "Bring the red ball to me."

Play records which give directions for marching, walking, clapping, etc.

Play "Exercise Game." Appoint a leader and instruct everyone to follow the leader.

Instruct the leader to run around the room, hop around the room, etc.

Action songs (also see Suggested Materials at end of skill area).

Learn Fingerplays.

Respond to Action Words  
The child will be able to:  
respond to and use some  
action words

jump      stand      go      bring  
skip      work      come      put  
run      sit

Review action fingerplays. (pp. 108-113)

Play "Follow the Leader." Instruct the leader to hop, skip, etc.  
Follow directions. "Run to the door." "Stamp up." "Sit down."

#### Vocabulary Development for Oral Language

Music Activities for Retarded Children pp. 62,  
90  
Rhymes for Finger and and Flameboards  
pp. 108-113.

Pictures illustrating action concepts you wish to teach

Box, two identical pencils, two identical scissors, etc.

Pictures of toys, people

Play People  
Small toys

Real objects or toys in a variety of colors  
Colored pictures of objects in room

Small objects on table

Pictures of objects

Child's drawing  
Child's drawing

Behavioral ObjectivesActivities

Sing and act out creative activity with records.

Play Pretend Games. "Pretend you are a rabbit. Hop around the room." "Pretend you are a dog. Walk around the room."

Look at action pictures showing fun at school. Discuss the pictures and tell what each person is doing.

Talk about fun things you do at home.

Draw pictures of fun things you do at home.

Tell the class about your picture.

Safety

The child will be able to:  
use simple safety vocabulary  
for own protection

observe simple safety rulesSafety Vocabulary for Oral Language

STOP	WALK	fire	burn
GO	fun	hot	KEEP OUT

any other safety words pertinent to own area. Play action games. Put on good marching or other fast record. Hold up run sign. Later hold up stop sign. Play this often using stop, go, run, walk.

Sing Safety Songs (What Do You Do?)

Play Guessing Games. Find the picture of something that will burn or "What word tells what we do with our feet?"

records

Practice using "STOP" and "GO" signs.  
Set up streets with small cars and trucks. Have a policeman to hold up "STOP" and "GO" signs. Take students out of game who do not obey rules.

33

Practice walking up and down stairs.

Use wooden room steps many times each day by giving simple commands. Discuss reasons we do not run up and down stairs.  
Talk about the times we run (playing games).  
Talk about the times we walk (fire drills).

Attention Skills

The child will be able to:  
sit quietly and listen during short library periods

Records to *The Kindergarten Book* pp. 8-32  
Paper sack puppets make this game more realistic  
School fun pictures  
Home fun pictures  
Paper for drawing

Instructional Aids and Materials

Records to *The Kindergarten Book* pp. 8-32  
Paper sack puppets make this game more realistic  
School fun pictures

Home fun pictures  
Paper for drawing

STOP and GO signs  
Flash card with BEWARE of DOG on it  
Other pictures to develop safety concepts

Making Music Your Own

Silver Burdett Company  
Note: Talk with parents regarding hazards in community. Build your vocabulary and words around these hazards.

STOP and GO signs  
Streets made from paper  
Small cars and trucks  
Policeman  
STOP and GO signs

Note: Ask parent to make some wooden steps for room practice.

Pictures to illustrate simple safety rules

Contact school librarian for a regular weekly library period.  
Pretend you are in the library. They sit quietly with hands in laps or on top of desks while teacher reads a story or plays story record.

Story  
Record and record player

Behavioral ObjectivesActivities

Take the students to library programs for the regular students.

Instructional Aids and Materials

**Note:** Hold frequent conferences with the school librarian and make her aware of your needs and the students' abilities. Give her a list of your units and skill areas so that she can order suitable books, films and filmstrips. Suggest the names of interesting and well-written books on mental retardation for professional library. (See Suggested Materials at end of skill area.) Suggest books or pamphlets to read to students or for them to read. (See Suggested Materials at end of skill area.)

The child will be able to:  
develop a vocabulary for penmanship

Vocabulary Development for Oral Language

chalk	Chalkboard	mark	dot	paper
pencil	line	circle	design	write

Identification Game: Give each student a pencil and chalk. Say, "Hold up your pencil." Then ask, "What do we use to write on paper?" etc. Hide a pencil. Say "Find the red pencil." When pencil is found, ask, "What did you find?"

use one hand predominantly

**Note:** Play painting songs on record player. Put the paint brush in the proper hand before he begins painting. Play games that require the use of one hand. Give individual instruction for play, being certain that each child uses his dominant hand.

hold chalk and/or large crayolas or beginner's pencil correctly

Many individual chalkboard exercises with constant supervision. Hold chalk in place until he learns to hold it alone. Never let child work alone until he can hold chalk properly. Individual scribbling on large newsprint with crayolas or beginner's pencil with constant supervision.

make simple motions with chalk, large crayolas and beginner's pencil

Make chalk marks on board with and without help. Make lines on board with and without help. Make circular movements on board with and without help.

Actual objects and drawings

**Note:** Observe students in everyday situations. Make note of the child's hand dominance. Paper, paints  
Record player, music  
Individual instruction

Chalkboard  
Chalk  
Large newsprint  
Pencil or crayolas

Chalkboard  
Chalk

Chalkboard  
Chalk  
Large newsprint  
Pencil or crayolas

Behavioral ObjectivesActivities

Using large pieces of newsprint, let the child scribble with large crayolas.

Practice staying on the paper.

Practice drawing lines between dots: (This should be practiced on chalkboard and later transferred to large pieces of newsprint.)

Trace over large, simple design with teacher help. Cover design with clear plastic so it can be kept clean.

Trace over sandpaper name with finger.

Trace over name (covered with clear plastic) with beginner's pencil.

Number Concepts

The child may be able to:  
use the correct word in developing number concepts

Numbers 1 to 5 follow the leader	first
count	small
blocks	big
beads	little
behind	down
short	up
in front of	numbers
	calendar
	pegs
	tall
	one
	large
	days of week

learn the concepts  
of numbers 1 to 5

- Count the boys.
- Count the girls.
- Count the chairs in the circle.
- Count the chairs around one table.
- Count your crayolas.
- Count the scissors at your table.
- Count flannel board objects.

recognize and write  
the numbers 1 to 5

- Put numbers 1 to 5 on flannel board.
- Count objects in the room and find the number symbol.
- Match number symbols and objects on charts.

Draw objects to match numbers. Let each student choose a number, identify it and draw that many objects on his paper.

Trace numbers with finger (made from sandpaper).

Trace numbers with pencil (which have been covered with clear plastic).

Write numbers in sequence with help.

Select a flannel board number. Instruct the child to jump, hop, etc., that number of times.

Instructional Aids and Materials

Newspaper	Large crayolas
Large crayolas	Chalkboard, chalk
Large crayolas	Large crayolas
Large design	Large design
Clear Plastic	Clear Plastic
Sandpaper, name	Name covered with clear plastic
Name covered with clear plastic	Beginner's pencil

Pictures illustrating number concepts	Aids for counting
Room calendar	Room calendar

Note: Count from left to right and touch each thing you count for concrete stimulation.

Box of crayolas	Scissors
Flannel cut outs	Flannel cut outs

Note: These can be any kinds of objects you are teaching.

Flannel board	Felt numbers 1 to 5
Charts with different objects, 1-5, posted on them	Charts with different objects, 1-5, posted on them
Felt numbers	Felt numbers
Paper, pencil, crayolas	Paper, pencil, crayolas
Sandpaper numbers	Sandpaper numbers
Numbers covered with clear plastic	Numbers covered with clear plastic
Flannel Board numbers	Flannel Board numbers

Behavioral ObjectivesActivities

Make charts representing numbers 1 to 5. Use objects which you are trying to teach. Hold up one of the charts. Ask the child to find the felt number that tells how many objects are on the chart.

Use pegs and peg board for counting. Say, "Find 4 red pegs. Put them on your peg board. Count them."

Use concrete objects and written number symbols together. "Show me four beads. Now show me the number 4."

Place large numbers in correct sequence.

Learn counting Fingerplays.

Play Numberite for teaching sequence, symbol, counting, and grouping. This game has 10 wooden pieces with numbers on each. Also holes for colored pegs to show numbers and groupings. The pieces fit together when sequence is correct.

correctly use some of the following words:

big and little

large and small

tall and short

Instructional Aids and Materials

Charts made with 1 to 5 objects  
Felt numbers

Pegs and pegboard

Magnetic board  
Magnetic numbers  
Colored beads

Large three dimension numbers  
*Let's Do Fingerplays* pp. 60-74

*Rhymes for Fingers and Flannelboards* pp. 48-57  
Numberite available from Judy Company

Tape measure  
Cardboard markers with each child's name on it-

Compare two students.  
Compare the teacher and a student.  
Have many large and small objects in room. Compare doll house furniture and real furniture.  
Compare large blocks and small blocks. Use Montessori Cylinders Decreasing in Diameter and Height.

Montessori wooden cubes (10) to show cubes from large to small.  
Make graded circles, squares and triangles from construction paper. Find large one or small one.  
Refer to cardboard markers on wall. Decide who is tall and who is short.

Learn Tall and Small Fingerplays.

Compare sizes of students.  
Compare teacher and students.

Use Montessori Cylinders Decreasing in Height only.  
Play "Follow the Leader." Say, "Mary is the leader today. She is first," "Tom is at the end of the line. He is last."

Play Name Game. Ask, "What is first name?" "What is last name?"  
Play Number Game. Put numbers 1 to 5 on edge of chalkboard. Say, "What number comes before \_\_\_\_\_?" "What number comes after \_\_\_\_\_?"

first and last  
before and after

...Montessori Cylinders decreasing in height

*Rhymes for Fingers and Flannelboards* p. 98

Behavioral ObjectivesActivities

in front of and behind

Get in line. Command students to walk in front of \_\_\_\_\_ or behind \_\_\_\_\_  
 Give simple commands like, "Walk behind the chair," or, "Stand behind the chair."

Have set of wooden steps made of three or four steps with a handrail.

Learn fingerplays.  
 Go down the steps.  
 Walk up the steps.

Give simple commands: "Hold your hand up high," and, "Put your hand down."

Give similar commands using the names of objects you are teaching. Use colored blocks or beads. Place one block in front of the child, point to it and say, "One block." Then add several more blocks and say, "More blocks."

Put two blocks on one side of table. Say "Few blocks." Put three or four blocks on the other side of the table. Say, "Many blocks."  
 Have daily practice with a variety of objects.

one and morefew and manyMoney

The child may be able to:  
 buy things at Play Store  
 with money

Time

The child will be able to:  
 identify a clock and know  
 it tells time

identify a calendar and  
 find the numbers and  
 days of the week on it

Problem Solving  
 The child will be able to:  
 solve simple number  
 problems

Send a child to a play store to buy something without money. Note how he gets the needed money.

Play store

Instructional Aids and Materials

Wooden steps with handrail  
*Let's Do Fingerplays* pp. 76, 78, 79

Objects in room  
 Blocks or beads  
 Note: Do not put the same number of blocks in front of the child each time or he will get the idea that more is a number.

Note: These concepts are very hard to teach.  
 Variety of objects

Set up store with storekeeper. Have cans of food with pictures on them.  
 Find can of food. Tell storekeeper what it is. He will sell it to student for  
 a piece of money. Use real money.

Have students play with toy clocks. Point to numbers on clock and count  
 time.  
 Have large Judy clock to set for play time, lunch time, etc.

Have a room calendar. Find dates or put up date each day.  
 Have flash cards with days of the week. Students may not learn the written word, but will be aware of the names of the days of the week.  
 Put up a card showing the day of the week at the beginning of the school day.  
 Find it on the calendar.

Store  
 Cans with pictures  
 Nickel, dime, penny

Large clock, Judy Company

This may be teacher-made or obtained from  
 Milton Bradley or other educational materials  
 company.

Flash cards for the days of the week

### Behavioral Objectives

#### Activities

Ask a child to count balls when there are no balls in the room. Note if he looks for balls, asks for them or just stands.

Tell child to write numbers, but do not give him a pencil. See if he will ask for one or will just sit at table.

#### Shapes and Sizes

The child may be able to:  
use correct words for  
some shapes

circle      rectangle      shape  
square      round      color words as needed

Hold up shape. Identify the shape.

Feel the shape. Find something in the room which is shaped like that.  
Manipulate form boards (See Suggested Materials at end of skill area.)

Show child a shape. Ask him to find one like it in a box by feeling.  
Paste pre-cut shapes on paper. Identify the shapes.

Individual activities with geometric insets. Use egg cartons for sorting shapes.

Sort large and small objects according to shape.  
Sort round and square objects using boxes.

Make raised figures and shapes on cardboard cards with sand, felt, and sandpaper. Blindfold a child and let him feel the shape and identify it. Then find another shape on the table like it. Trace over geometric patterns made by teacher.

#### Color Discrimination

The child may be able to:  
recognize and identify  
colors by name

red      blue      yellow      black  
green      purple      orange      brown

Identify colors of clothing.  
Tell what colors you are wearing each morning.  
Check to see who else is wearing the same colors.

#### Instructional Aids and Materials

Available balls (out-of sight)

Writing paper

Pencils (out of sight)

The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs of her students.

Various shapes in many sizes and colors

Note: Introduce only one shape at a time.  
Do not introduce another until child can remember the name of the shape.  
Box — identical shapes to see and feel

Montessori cabinet with drawers to hold insets  
Educational Teaching Aids Division of A. Luiggi  
and Co. Inc.

Large and small objects of several shapes  
Round and square objects  
Boxes for sorting  
Shapes and figures made of sand, felt, sandpaper  
Geometric designs

Many colored objects  
Crayolas

Clothing

#### Vocabulary Development for Oral Language

red      blue      yellow      black  
green      purple      orange      brown

Identify colors of clothing.

Tell what colors you are wearing each morning.

Check to see who else is wearing the same colors.

Full Text Provided by ERIC

## Behavioral Objectives

### Activities

#### Instructional Aids and Materials

Fill pegboard with one color pegs. Identify the color.  
Finger paint with one color. When picture is dry, press with warm iron. Draw a large square or circle on the paper with the paper with felt pen. Student will cut around line of felt pen.

Pegboard, colored pegs  
Finger paints  
Warm iron  
Felt pen

match different colored objects

Make large color wheel. Give each child several circles of colored paper. Point to a color on the wheel and ask student to identify color. Then find a circle of the same color. Count circles if he has more than one of his color.  
Make a large clown for bulletin board. Give each child a sheet of construction paper with two balloons drawn with black felt pen. Help students cut out the balloons and identify color.  
Put one balloon on bulletin board. Attach a string to the balloon and anchor it to the clown's hand. Save the other balloon for matching games with the clown's balloons. Give each student a white sheet of construction paper. Help him draw 2 round circles on his paper. Let him choose a color for his balloons. Color and cut out balloons. Attach on long string to balloon and hang from ceiling. Take the remaining balloons and put in a box. Let each child choose a balloon and find the matching balloon hanging from ceiling.

Large color wheel  
Smaller colored circles made from construction paper  
Large clown  
Balloons drawn from construction paper  
Scissors  
String

Fish Matching Game: Cut out fish from construction paper. Put one fish of each color on a table. Attach paper clips to the backs of the rest of the fish. Put the fish in a pond (box or waste basket) and fish out with pole, string and magnet.  
Name the color of the fish caught. Match it with a fish on the table.  
Match crayolas (save old crayolas).

Fish made from construction paper  
Box, pole, string, magnet, paper clips  
Crayolas  
Scissors

Play "Balloons." Prepare felt balloons of many colors. As teacher reads poem, she selects a child to find the color and take balloon away.

Talking Time p. 109  
Felt balloons  
String  
Flannelboard

#### Visual Memory

The child will be able to:  
develop visual memory

Place three objects on the table. Ask students to close their eyes. Take away one object.  
Guess which one is missing.  
Seat all students in a circle. Ask students to close their eyes. Ask one student to go out of the room. Ask the other students to guess who is missing.  
Seat all children in a circle. Blindfold one child. Ask another child to go outside.  
Remove the blindfold and let him guess who is not there.

Three objects  
Table  
Students in circle  
Blindfold



## Behavioral Objectives

### Activities

Mix the articles from two boxes. Put the right articles in the right box.  
Use boxes for identification, sorting and guessing games as needed by individual students.

### Auditory Discrimination

The child will be able to:

Listen and respond to name and simple sounds

Call child's name. Repeat until he responds either by speech, glance or smile.  
Repeat name and give simple verbal command like "Stop" or "Walk."  
Teacher-made tape calling one child's name and giving simple command.  
Instruct students to follow directions given on tape.  
Instruct students to follow sounds made by teacher. (Close eyes and turn head towards sound)

recognize some sounds

Listening Game. Instruct students to close eyes or blindfold one child.  
Bounce a ball or ring a bell. Ask students to identify sound.

discriminate between some sounds

Teacher and one child say, "Good Morning." Decide which voice was the child's.  
Record several voices with tape recorder.  
Identify voices.

imitate some sounds

Listen to records or tapes of different sounds. Imitate the sounds along with the record or tape.

Teacher-made sounds: crying and laughing; yelling and whispering; singing and whistling; common school noises, common home noises, common community noises. Students imitate sounds made by teacher.  
Play Scott Foresman Records and imitate and identify sounds.  
Take field trip to a farm and imitate noise a made by farm animals.  
Take field trip to a zoo and imitate sounds made by zoo animals.  
Play "Sounds of Our Environment" records. Imitate sounds.

Hold up animal cards. Imitate sound made by animal.

listen quietly for short periods of time

Play "Listening Game." Ask students to close eyes. Say, "What do I hear?"  
Play music, ring bells, etc. Ask students to identify sounds.  
Make auditory box. Put articles for listening inside. Ask students to close eyes. Select one student to choose noise maker and operate it. Let students guess what noise maker was chosen.  
Unit fingerplays  
Unit stories  
Unit music

### Instructional Aids and Materials

Sensory training boxes

Objects to make noise  
Blindfold

Tape recorder  
Tape

Records or tapes of common sounds  
Scott Foresman and Co.  
Common Home Sounds  
Common School Sounds  
Common Community Sounds

Field trip to farm  
Field trip to zoo  
Peabody Language Development Kit Level P  
Records 6-10

Animal pictures  
Animal cards from Peabody Language Development Kit Level P

Cigar box with felt ear pasted to lid of box

Unit fingerplays  
Unit stories  
Unit music

### Behavioral Objectives

#### Visual Discrimination

The child will be able to:  
use his eyes to locate  
objects in his  
environment

match colors and  
shapes according  
to size

Play, "Follow the Light." Have the room darkened. Flash a beam around the room and ask the students to follow with eyes.

Attach a round object to a string. Instruct child to follow the object with eyes without moving head. It may be necessary to hold child's head between hands until he understands what you mean.

(See activities under Shapes and Colors.)

Draw cardboard circles using coffee can lids. Help students cut out circles. Paint circles, one of each of the several colors.

Match cardboard circle with articles of clothing the students wear.

Have objects (one big and one little) in room.

Ask students to "Find the big \_\_\_\_\_" or, "Find the little \_\_\_\_\_." Identify object and size.

Use shape inset boards.

Use inset puzzles.

Fill peg board with one color.

Make chart with different shapes and colors pasted on it.

Have duplicate shapes of same color to match.

Find identical pictures of the same article you wish to identify. Paste one article in lid of box. (Along with pictures of other articles.) Use second picture for matching.

The child will be able to:  
use correct words for  
some shapes and colors

identify some common  
objects by touch

### Activities

#### Instructional Aids and Materials

Flash light  
Darkened room  
Round object attached to string and mounted on  
board or ceiling

Cardboard, coffee can lid, scissors, tempera  
paints

Many big and little objects of the same kind

Shape inset boards  
Inset puzzles  
Pegs, peg board  
Chart with construction paper shapes in variety of  
colors  
Duplicate shapes  
Boxes  
Identical pictures

Actual shapes and colors

Feather or pencil  
Paper bag  
Assorted objects you want student to learn to  
identify

#### Vocabulary Development for Oral Language

(This will be a list of shapes and colors you wish to teach. It may include some commands needed for playing games)

Review vocabulary for colors, shapes, and signs.

Ask student to close eyes. Take a feather or pencil and tickle his hands and face to make him aware of the touch sensation.

Play, "Guess What It Is." Put one object in a paper bag. Let each child feel the object without looking at it. Guess what is in the bag.

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

Put big and little objects in paper bag. Ask student to feel both objects and get the small one for you.

Bag  
Large and small objects

Identify some common objects by texture

Take a walk around the schoolground and touch things like dirt, trees, sidewalk, etc. Talk about these things and decide whether they are rough, smooth, etc.

Walk around schoolground

Collect a number of substances which are hard, soft, sharp, sticky, etc. (Tin pie pans and baby food jars make excellent containers.)

Substances to illustrate touch sensations  
Baby food jars  
Tin pie pans

Place number of different textures on floor (carpet samples, sandpaper, etc.). Blindfold child and let him walk on one of them. Remove blindfold and ask student to find texture he walked on.

Materials of different texture suitable to walk on  
blindfold

**Skill Area - Functional Academic Knowledge**

Level - Intermediate

C. A. 9.0-12.11  
M. A. thru 5.11

**Behavioral Objectives**

**Receptive and Expressive Language**

**Vocabulary Development**

The child will be able to:  
use correct names for  
persons and objects in  
school and home envi-  
ronment

**Vocabulary Development for Oral Language**

first and last names	name of school
father's name	name of street (school location)
mother's name	name of street (home location)
sister's name	chairs
brother's name	desk
principal's name	table
custodian's name	scissors
secretary's name	paste
various furniture found in home (as needed)	pencil
school nurse's name	trees
school aide's name	grass
flowers	

identify self with full  
name

Make flash cards for identification of first and last names.

Make school building for bulletin board.

Write students' names on small cards. When student identifies own name, place name card in school building.

Put all students' name cards on chart holder. Ask student to close eyes. Take away one card. Guess whose name is missing.

associate family  
members with name  
(father - John  
Martinez)

Play Name Game. "Who is the father at your house?" Student replies, "My father is John Martinez."

Variation: "Who washes dishes at your house?" "My sister, Mary, washes

dishes at my house." Ask parents to send pictures of family members or make home calls and make pictures of family members. Use photos for vocabulary development.

Make life experience charts related to family.

Encourage students to tell about family activities using names of family members.

Associate names with persons.

Talk about the people who work at school and tell how they help us.

Identify objects using real objects.

**Instructional Aids and Materials**

**Activities**

(Review Communication Skill Area for Suggestions in speech development.)

Instant type pictures of persons  
Actual objects  
Pictures of furniture and objects

Flash cards with first and last names  
Construction paper  
School building  
Small name cards  
Nameboards  
Chart holder

Family pictures

Chart rack and primary paper

Instant type pictures of people employed by  
school. Real objects you want to teach

Behavioral ObjectivesActivities

Identify objects using pictures of objects.

Identify objects from charts (may be real objects or pictures).

Take a walk around the school ground to identify homes, streets, schoolground, trees, flowers, etc.

Draw pictures of things you saw on walk around schoolground. Tell class about your picture.

Draw pictures of people who live at home. Identify them by name and tell what they do each day.

Draw pictures of people who work at the school. Identify them by name and tell what they do.

identify home street sign

Arrange with your bus driver for a tour of the home communities of your students. Return to school and talk about the color of the homes and the location of them.

Draw a mural showing the homes (with each student drawing his own home). Make small street signs and paste them near each home. Let each student find his street sign and identify it.  
If the room is large enough, set off one area for streets. Make streets from black or brown paper. Let each student make his house on butcher paper, cutting it out. Let each student place his home on one of the streets. Make a small street sign and place it by the house.

identify school street signs

Draw buildings located near the school. Make streets from black or brown construction paper.  
Put the buildings on a street. Set up street signs. Identify streets.

Following Commands

The child will be able to:  
listen and respond to commands

Give simple command using child's name.

(Vary the game by calling the child's name and giving the command. Then give another command and call the child's name last.)

Play records which give simple directions to be followed.

Play exercise records with students following directions. A record player with slow speed is essential until child learns to pay attention and follow directions.

Play musical chairs (using seasonal objects in all chairs except one). Students march to music. When music stops all students sit down. The student who is sitting in chair without an object goes to the center of the circle and draws a paper from the box. The teacher reads the direction and the child must follow it.

Instructional Aids and Materials

Pictures of objects you want to teach

Real objects and pictures

Walk about school ground

Paper, crayolas.

Newspaper, crayolas or paints

Newspaper, crayolas or paints

Bus trip to go by every student's home

Mural

Street signs

Brown and black construction paper streets

Butcher paper homes

Street signs

Black or brown construction paper streets

Buildings drawn on butcher paper

See Suggested Materials at end of skill area

Exercise records

Seasonal objects to place in chairs

Box with simple directions written on pieces of paper

### Behavioral Objectives

#### Activities

##### Action Words

The child will be able to:  
use the correct word for  
some body movement

##### Vocabulary Development for Oral Language

jump	sit	skip	dance
walk	stand	hop	twist

Play frequent identification games. Hold up picture and ask student to identify movement.

Ask individual student to find picture of someone jumping, etc.  
Look in magazines for pictures showing various movements. Identify the movement.

respond to many action words

Collect a good supply of action pictures for sorting. Make a box for each action word, pasting an action picture to represent the word on the top of the box. Give the student 5 pictures to put in the correct box.  
Play "Follow the Leader" to learn difficult action movements.  
Use records giving directions for various actions. Play "Pretend you are a rabbit," etc. and hop around the room.

##### Safety

The child will be able to:  
recognize and use some protective words

##### Vocabulary Development for Oral Language and Recognition

STOP	WALK	Danger	Keep Out
GO	WAIT	Poison	Bomb's Shelter

Private Property  
Pretend you are going on a walk. Hold up "protection words" for identification.  
Place various words around the room with clues (Make streets and put the word "STOP" on a street corner or put "Keep Out" over a door.) Let the pupils guess what the word means.

participate in and understand simple protection games

Let one student be the mother or father. Give him a tagboard word (you may have to identify the word for him). Ask him to explain it to another child.

Pretend you are a policeman. Show the boys and girls how to cross the street, etc.  
Adapt stories for flannel board.  
Let students act out stories you have read.

##### Instructional Aids and Materials

Pictures or drawings illustrating body movements

Pictures or drawings illustrating vocabulary  
Magazines

Good action pictures  
Boxes for each action word you are teaching

Action records

Pictures or drawings illustrating vocabulary

Flash cards  
Note: The student may not learn these words, but he can be made aware of them, so that he will ask parents what they mean when he sees them.

Tagboard words

Protection stories adapted to flannel board

## Oral Objectives

### Activities

### Instructional Aids and Materials

#### Attention Span

The child will be able to:  
sit quietly during a library period

Have a regular weekly library period.  
Attend some of the library functions for other students.

Read stories to students so they will learn to listen.

Tell stories using the flannel board so students will learn to sit quietly and listen.

Library period

Stories to read

Flannel board stories

Note: Talk with librarian before your library

period so she will be aware of the abilities of your students, and can have material available when they arrive.

Discuss your units of study so she can include books, films, etc. for your group. Give her a list of books on mental retardation for professional library. (See Suggested Materials at end of skill area.)

Suggested Materials (at end of skill area)  
Giver her a good list of books for parents and students to read. (See Suggested Materials at end of skill area)

#### Penmanship

Review exercises for Penmanship found in Julia Molloy's *Trainable Children*.

Molloy, Julia S. *Trainable Children* New York:  
The John Day Co., 1963

The child may be able to:

Review the exercises presented on the Primary level using large chalk movements.

For some of your students, this type of exercise may be what he still needs.

Copy simple designs by tracing and then by memory.

Copy more complicated designs by tracing and by memory.

Use sandpaper letters for tracing with finger.

Use sandpaper name for tracing with finger.

Make large copy of name on newsprint using heavy black lines. Trace over name.

Trace over dotted letters of name.

Make name on paper with lines. Show the child the big letters which stand tall and touch two lines. Call his attention to the small letters that sit on the line and hang their feet below.

Show the child how to hold his finger between the letters so they will be spaced evenly.

Make a copy of the child's name on beginner's paper for child to trace. If lines on paper are not distinct, add a red line for the base line.  
When he can trace this paper, make another one leaving a space below his name for writing exercise.

Small copy of child's name on beginner's paper

Copy paper with space for him to write

### Behavioral Objectives

#### Activites

When he is ready, take away the copy and let him write his name by memory.  
Supervise and quickly correct mistakes in spelling or letter formation.

#### Number Concepts

The child will be able to:  
use correct names for

some words and  
number concepts

#### Vocabulary Development for Oral Language

Numbers 1 to 10  
count  
clock  
hands  
week

nickel  
dime  
quarter  
month  
penny

time  
age  
day  
telephone number  
first — last

short — tall  
above — below  
fast — slow  
large — small  
in — out

Review number vocabulary on Primary level.

learn the concepts of  
numbers 1 to 10

Count students in room.  
Count boys.  
Count girls.  
Count pencils.  
Count desks.

Count from left to right. Touch each object counted for concrete stimulation.

Anything in the room which can be counted and touched

Number cards

Illustrations or pictures showing concepts

Pictures of objects

Actual objects

recognize and write  
numbers 1 to 10

Take number cards 1 to 10 and put in sequential order.

Take one card away and students guess which card is gone.

Buy, or make, object cards using numbers 1 to 10. Arrange object cards in proper sequence. Take turns beating drum or other instrument.  
Count the beats.  
Clap hands according to number direction.  
Learn fingerplays for counting.

Play Numberite for teaching counting, grouping, etc. Each piece contains a number and holes for colored pegs.

Pieces of money

Rhymes for Fingers and Flannel boards pp. 48-57

Let's Do Fingerplays pp. 60-74, Judy Company

solve some simple  
money problems

Ask a child to count the pieces of money on a table (do not put any money on the table). See if he will ask for money or at least tell you there is no money on the table.

Put nickels and dimes (no pennies) on a table. Tell the child to count the pennies. See if he will notice that there are no pennies and ask for some.

Send child to play store with billfold (without any money in it). See if he will check to see if there is money in the billfold before he goes to the store.

Billfold without money

#### Instructional Aids and Materials

Available copy card in case he forgets

### Behavioral Objectives

### Activities

### Instructional Aids and Materials

Make arrangements with your neighborhood grocer to take students in to buy pop or candy. Give them some money but not enough to buy what they want. See if they can tell you how much more money they need or if they will at least ask you for more money.

Money

Take some gum, cookies, and penny candy to the room and set up a store. Sell each item for one penny. Have the students count out their money and as they do so, take part of it before they finish counting. See if they can figure out that someone has taken part of their money and that it is not wise to leave money on desks and tables when playing or working.

Gum, cookies, penny candy  
Pennies

• tell where he lives

Help each child make his home from construction paper. Write his house number on it with felt pen. Take turns showing where you live and finding the house number.

Houses from construction paper  
Felt pen

Teacher will make a plain house for each child. Put house number on house. Put all houses on bulletin board. Play "Find Your House" Game until every child can recognize his own house number. (Move houses around to reinforce numbers.)

Plain paper house with house numbers

Give each student his home number on a small card. Let him match it with the correct house number on the bulletin board. Make flash cards with street address of each student. Put the cards in card pocker. Play "Find Your Street Address."

Small card with house number  
Street address flash cards

learn his age

Write a short story about a student giving his age. Read the story to the students. Let them guess who the story is about. Play "How old are you?" Students says, "I am \_\_\_\_ years old." Hold up a number. Say, "Who is \_\_\_\_ years old?" Student raises hand. If he is correct, he gets to hold number card. When students can recognize all the numbers to 10, make numbers up to 12 so older children can recognize their age number.

Number cards to 10  
Number cards to 12

learn his telephone number

Make a telephone dial using only numbers (letters and numbers are too confusing). Write the student's telephone number on a piece of paper. Help him read the numbers and dial them. Read his telephone number for roll call.

Telephone dial using only numbers  
Telephone number cards

Note: Do not be too concerned if a child cannot learn his telephone number by memory.

develop simple time concepts

Work the clock puzzle. Make a large clock with moveable hands. Set the clock at hour we come to school, eat lunch, go home, etc. Tell the students the time the clock shows.

Clock puzzle  
Large clock with moveable hands

Instructional Aids and MaterialsActivities

Have small clock for practice by each child. Make paper plate clocks with long hand red and short hand blue.

Show students different kinds of clocks: alarm, striking, watch, etc.

sometimes recognize penny, nickel, dime.  
quarter and paper dollar without sense of value

correctly use some of the following words:  
large and small  
in and out  
top and bottom  
above and below

Play games with real money, "Find the penny," etc.

Hold up a piece of money. Ask, "What is this piece of money?" Ask the student who identified it to find another piece just like it. Put two or three coins of different denomination on the desk. Ask students to close their eyes. Take away one piece of money. Guess which coin is missing.

Play Store. Sell food for money.

Pay for lunches in school cafeteria.

Take a field trip to a store. Buy something and pay for it.

Take a field trip to a drive-in. Buy a drink and pay for your own.

Small clocks  
Paper plates  
Red and blue hands

Real money  
Penny  
Nickel  
Dime  
Quarter, paper dollar  
Play Store

Field trip to store  
Field trip to drive-in

Measure each child in room. Put cardboard marker with child's name to record height.

Compare teacher and child.

Compare two students.

Use graduated sets of Judy Stick O'Mats for flannel board.

first and last

Have name cards with first name.

Have name cards with last name.

Instruct students to find first or last name.

Place objects on table. Say, "This is the first object." "Find the last object."

Learn to identify first and last person in a row or line.

Learn to identify first and last person in line when it is time to go home.

Give simple commands: "Go in the room," "Come out in the hall," etc.

Put objects in the box.

Take objects out of the box.

Get out of the bus.

Large cardboard box  
Box  
Bus

top and bottom

Get a large cardboard box with top on it.

Set box up and say, "This is the top of the box and this is the bottom." Then turn box over and repeat, making sure that child understands top is usually up and bottom is usually down.

Get supply box. Show child that top comes up but bottom of box will not.

Use jars with lids that screw on and off.

Explain the above means up and below means down. Use your hand for pointing.

Supply box  
Baby food jars with lids

Cardboard markers for each child's name  
Tape measure or yard stick

Stick O'Mats (available in circles, squares, triangles and rectangles) The Judy Company  
Card with first name  
Card with last name

Small objects  
Table or desk

Small objects  
Box  
Bus

## Behavioral Objectives

### Activities

Have two students hold a rope. Let the other students get in line and throw a ball above the rope or below the rope.

Name cards placed above coat rack may be used to teach, "Hang your coat below your name."

Use a rope or volley ball net. Instruct the pupils to throw the ball over the net, then under. When activities are reinforced in classroom suggest that pupil throw ball over table, over chair, etc. Then practice rolling ball under various objects.

Refer to height marks. Talk about the big students and the little students in room. Decide whether these students are short or tall.

Suggest that the short students stand on one side of the room and the tall students on the other.

Talk about families. "Are they short or tall?"

Use record player with several speeds. Make record go slow, then fast. March to music being certain to say, "This is slow music," etc.

Walk fast and then slow.

Run slow and then fast.

Take food cans from store and fill them with dirt. Show that can is full. Pour out dirt and show that can is empty.

Fill can with water. Note that the can is full. Keep pouring water and show that the water runs over because it is full.

Take empty can and pour a little water in it. Note that it did not run over because it was not full.

### slow and fast

### full and empty

The child will be able to:  
name the days of the week  
with help

### Social Studies

Make a calendar for each child. Show them the correct day on the calendar. Give the name of the day. Write the correct number for this day when they arrive at school.

Talk about what we do on the different days of the week.

Talk about how we know when it is another day (after we sleep at night, etc.)  
Repeat the days of the week.

Count the days in the week

count the weeks in a month

name the months of the year as they apply to school activities

## Instructional Aids and Materials

Rope.  
Ball

Name cards  
Coat rack  
Rope or volley ball net  
Ball

Yardstick or tape measure for recording height

Record player with three speeds

Empty food cans  
Dirt  
Empty food can  
Water  
Empty can and water

Small calendar for each child

Large room calendar  
Small calendars

Count the week moving hand from left to right to show whole week on large room calendar.

Count the days of the week on little individual calendars.

Talk about how we know it is another week, as we did not go to school for two days, or, yesterday was Sunday.

Large room calendar  
Note: This may be difficult for many students.

Large room calendar  
Large room calendar

Name the month on the calendar each day. Talk about school holidays and the month in which they fall.  
Talk about student's birthday and in which month it is.

### Behavioral Objectives

#### Activities

Learn Fingerplays for Holidays and Special Occasions; Mention the month of these holidays.

Show seasonal movies calling attention to the month.

Make seasonal art activities. Put on bulletin board with name of month above it.

#### The child may be able to:

use correct names for some shapes and sizes

#### Shape and Size

#### Vocabulary Development for Oral Language

circle	triangle	shape	pattern	big	sort
square	diamond	size	round	little	match

Play identification game. "Find the circle," "Find the small circle," etc.

discriminate between different shapes and sizes

Guessing Game: "Which shape is round?" "Which shape has three sides?" Child may answer by pointing until he learns the real name of each shape.

Fingerpaint with two colors. When dry press with warm iron. Select and identify shape to draw on fingerpaint design. Help student draw shape. Cut out and take home.

Individual activities with Geometric Insets.

- String beads according to shape; round, square, etc.
- String beads according to size; large, small.
- Sort cardboard circles according to size.
- Sort cardboard squares by size.
- Make raised shapes on cardboard squares using sand or felt. Blindfold the child and let him feel and identify the shape.
- Draw shapes in wet sand.
- Go around shapes with yarn.

### Instructional Aids and Materials

*Let's Do Fingerplays* pp. 92-101  
*Rhymes for Fingers and Flannel Boards* pp. 58-76  
Seasonal movies

Art bulletin board

Note: The teacher will decide what Science and Social Studies Activities are needed to meet the individual needs and abilities of her students.

Real shapes in several sizes

Shapes made from cardboard

Large cardboard shapes

Large cardboard shapes

Iron  
Fingerpaint paper and paints  
Pencil, scissors  
Montessori Cabinet with drawers to hold insets

Beads  
String  
Cardboard circles  
Large and small cardboard squares  
Cardboard squares with raised shapes made from sand or felt  
Box of wet sand  
Shapes with holes around it, yarn, yarn needle

## Behavioral Objectives

### Color Discrimination

The child may be able to:  
identify some color words

### Vocabulary Development for Oral Language

red                      yellow  
green                    blue  
other color words as needed

Play color games. Hold up object. Say, "What color is this?" or, "Find something red," etc. First use color cards with objects, then regular flash cards.

identify likeness and differences in colors

Match clothing colors and room colors.  
Use one or two colors on pegboards.  
Sort cardboard squares according to color.  
Have a box for each color with a colored square pasted on bottom of box.  
Match color with color word.  
Have a "Color Detective" who finds everything he can of one color. Choose different color for next "detective."

### Visual Sequence

The child will be able to:  
develop visual sequence

Read a story. Let students retell story with pictures.  
Let students tell story with flannel board figures.  
Put pictures in right sequence to tell story.  
String beads according to pattern: round bead, square bead, round bead, square bead, etc.  
String beads according to color: red bead, blue bead, red bead, etc.

### Visual Memory

The child will be able to:  
develop visual memory

Take a tour of the school building. Return to the room and tell what you saw.  
Read a story to the students. Let them retell the story with pictures.  
Have two pictures of some object, except that one picture has something missing — cat with no tail, etc. Fine what is missing.  
Place two or three objects on a table. Look at objects. Cover with cloth. Let students recall what is under cloth.  
Look at a picture of one object. Take picture away. Ask questions about colors in picture.

## Instructional Aids and Materials

Color words with colored objects  
Flash cards

Color cards  
Flash cards

Pegs and pegboard  
Cardboard squares in various colors  
Box for each color

Story with pictures to retell story  
Flannel board figures  
Picture story  
Round and square beads  
Colored beads  
Laces or cords

Tour of school building  
Story  
Pictures of story  
Visual Closure Cards  
Two or three objects  
Cloth  
Picture of colored object

Instructional Aids and Materials

Behavioral Objectives

Auditory Discrimination

This child will be able to:  
recognize own name when given with simple command

Play "Do What I Say," Game. Teacher calls out child's name and commands, "Walk around the room." The child responds.

Make tape giving child's name and simple command. Vary the tape to use first names, first and last names and "all students."

Tape recorder  
Tape

discriminate between sounds

Use music to illustrate soft and loud; fast and slow; high and low; etc.

Singing with record player may also be used. Play "Gossip." Use normal voice at first. When students have learned to listen, play same game with whispering instead of normal voice.

Use tape recorder to tape voices of students in room. Discriminate between voices.

Ask the principal and another teacher to record voices on tape. Ask coach and school secretary or nurse to record voices. Decide which voices belong to men and which belong to women.

Piano  
Record player

Tape recorder  
Tape recorder  
Men and women to record voices

Auditory Sequencing

The child may be able to:  
recognize and imitate sound sequences

Using a drum, tap it once softly, once loudly, once softly, etc. Instruct the student to play what he heard.

Ask students to close eyes. Play another drum rhythm. Ask the student to play what he heard. Play soft and loud number rhythms, two soft and one loud, as needed.

Drum

Drum  
Drum

respond to different sounds

Play "Do as I Say." Teacher calls student's name and says, "Hop around the room." When students learn to play the game, a student may be the leader.

Play record. Instruct the students to walk to the music and stop when they cannot hear music. Play record. Instruct the students to keep their eyes closed when the music is playing.

Open their eyes.

Tape recorder  
March records

Record player  
Soft, quiet records

Tel-a-Trainer Sets

Contact telephone company for "Tel-a-Trainer Sets."

Teach students to dial phones so they will ring. Encourage them to listen, answer the phone and respond to the conversation of their friends.

Auditory Sequential Memory

The child may be able to:  
repeat sounds from memory

Learn many fingerplays. After students have learned them, choose one student for leader or have individual students say fingerplays.

Flannel board stories which have lots of repetition in them.

Seasonal or unit fingerplays

Flannel board stories

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

Play "Little Echo." Teacher holds up picture of object and makes the proper sound. Pictures of animals and objects with common sounds  
"Little Echo" repeats what she said. After students understand the game and recognize the sounds needed for all cards, appoint a student leader and a "Little Echo" to play alone.

recognize sounds for protection

Practice marching in and out of the building for fire drill. Instruct the students to go out of the building when they hear the fire bell. Listen for the sounds of police, fire and ambulance sirens. Talk about the different sirens and how each helps us.  
Make a tape of police, fire and ambulance sirens. Identify the sounds. Listen for car horns and policeman's whistle. Explain that they can keep us from being hurt if we listen for them.  
Take students to fire station to hear fire siren.

The child will be able to:  
see likeness and differences  
in some colors, shapes and  
sizes

**Visual Discrimination Skills**

Ask Ambulance Company to send an ambulance by the school when they are in the neighborhood. Show the students the inside of the ambulance and let them hear the siren.  
Invite a policeman to school to talk with the children.

The child will be able to:  
identify many objects in his environment by touch alone

**Tactile Discrimination**  
The child will be able to:  
identify many objects in his environment by touch alone

(Review activities used in teaching shapes and sizes.)

Ask student to close eyes or use blindfold.

Touch the child with an object. Identify the object.

Place assorted textures on floor. Let blindfolded child walk on textures. Remove blindfold and ask him to find ones he walked on.

Blindfold child. Give him a shape to feel. Identify the shape.

Variation: give him a shape and ask him to find another one like it. Identify shapes before removing blindfold.

Trace over designs with finger for identification.

Trace over shapes with felt pen for identification.

Using a pan of wet sand, make shapes for reinforcement.

Type of police, fire, and ambulance sirens

Pictures of animals and objects with common sounds

Field trip to fire station

Ambulance

Policeman

Duplicate colors and shapes  
Many colors in a variety of sizes  
Fit a Space Games  
Color barrels  
Picture to color  
Many shapes in a variety of color

Beads and cord  
Pegs and pegboard

Objects suitable for touching

Assorted textures placed on floor  
Assorted shapes  
Duplicate shapes

Teacher-made shapes or designs  
Felt pen  
Pan of wet sand  
Pencil or finger

Instructional Aids and Materials

Activities

Behavioral Objectives

Problem Solving Situations

The child may be able to:  
solve some simple problems

Write each child's name on piece of tagboard. Turn the cards over so the students cannot see their names. Ask each student to sit in front of his name card. Note how long it takes the students to turn cards over and locate name.

Ask students to sit in a circle. Hold up child's name card (name side to you - blank side to child). Note how long it takes student to turn card over so he can see his name.

Variation: Flash cards rapidly. Note length of time it takes student to determine you are flashing cards too rapidly.

Start daily activities without lights with blinds closed. Note length of time it takes students to turn on lights or ask you to open blinds.

Name card for each student

Name cards

Flash cards

**Skill Area—Functional Academic Knowledge**  
**Level — Pre-vocational**

**Behavioral Objectives**

**Functional Reading**

The learner will be able to:  
recognize some words from  
protective vocabulary

C. A. 13.0-16.11  
M. A. thru 6.11

**Activities**

**Instructional Aids and Materials**

**Suggested protective vocabulary for Flash Cards**

STOP	BUS STOP	ENTRANCE	GIRLS
GO	IN	LADIES	MEN
WALK	OUT	GENTLEMEN	WOMEN
WAIT	EXIT	BOYS	STEP DOWN
(Buy or make flash cards needed for own community.)			

Circle Game. Show flash cards with pictures or illustrations. Tell what the word is.

Variation: Say, "Find the card which says Girls."

Hold up card. Let students guess the word. The student who guesses correctly may hold card. Count the cards at the end of the game. Play "Follow the Leader." Hold up a card. Do what the leader does. If he is correct, he holds the card. If not, he goes to the end of the line.

Set up a mock cafeteria with a waitress, etc. Select two couples to go out to eat. Place words over the restroom doors. See if the couples can find the correct restroom sign. Later send couples out in the hall. Change the words and see if they recognize the new words.

Set up a mock store. Use Entrance and Exit cards over door. Practice marching in and out of the room with a leader deciding which door to use.

Match words and pictures.

Let one student pretend he is a mother or father. Tell "your child" what a protection word means and why he must learn it.

Take a walk in the community. Look for street and building signs. Discuss reasons why these signs are needed.

Tour the communities where each student lives. Note the street intersections near the student's home.

Set up mock city streets on top of a large table. Ask each student to make his home homes on the correct streets. Make street intersections near the homes. Place the from colored construction paper. Write the house number on each house. Place the

Talk about the street signs so students will become more familiar with their community.

Set up a street intersection on the floor. Use some of the street names near students' homes. Practice crossing the streets using STOP signs, lights or WALK and WAIT signals.

**Flash cards with pictures or illustrations**

**Flash cards with pictures or illustrations**

**Flash cards with or without pictures or illustrations**

**Flash cards**

Mock cafeteria with waitress, etc.  
Couples  
Flash cards

**Mock store**

Entrance and Exit cards  
Flash cards

Cards with word  
Pictures or illustrations

Make sign cards for community  
(Pictures or illustrations will be needed with  
cards.)

Mock city streets made from black or brown con-  
struction paper  
Houses made from construction paper

Street intersection with familiar street names  
Stop signs, walk and wait signals, traffic lights

## Behavioral Objectives

### Activities

Pretend you are a policeman, fireman or some other person working in the community. Make your clothing from crepe paper. Act out your job using flash cards. A policeman may hold up the card, "GO" or "WAIT." A fireman may hold up the card, "STOP" until the fire truck goes by.

Visit a sheltered workshop or factory. Look for building signs. As guide to explain signs and tell why they are needed.

Invite someone who has been injured in car accident to talk with your students and stress obeying signs and signals.

Invite someone who has been bitten by dog to talk with your students and stress, "Beware of Dog" sign.

**read directions on work chart**

Make a large work chart showing room jobs and days of the week. Place the child's name under the job he is assigned for the day.

**STUDENT WORK CHART**

Date	water flowers	sweep floor	dust furn.	clean chalkboard
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Read chart together until students are able to read work assignments, without help. A small work sheet may be made for each student so he can record his daily job assignment. Send chart home at end of week so parents will be aware of school jobs.

Write work activities and names of students on blackboard for further reading. Make work activity word cards and student name cards. Match according to daily work chart.

**STUDENT WORK CHART**

Date	water flowers	sweep floor	dust furn.	clean chalkboard
Monday	Mary	John	Anna	Fidel
Tuesday				
Wednesday				
Thursday				
Friday				

### Instructional Aids and Materials

Crepe paper  
Flash cards

Field trip to sheltered workshop or factory

Resource person

Resource person

See chart below

See chart below

Student name cards  
Work activity words cards

## Behavioral Objectives

role play job and follow directions

Make students aware of the many jobs in the community.

Find pictures of different jobs. Identify the job.

Invite resource persons to talk about their job when there is a need for such people.

Show movies and filmstrips about jobs students show interest in. Dramatize jobs seen on movies or filmstrips.

Stress the importance of following directions so you will be a good worker. Use any vocabulary you have seen in movies, filmstrips or on field trips.

## Activities

Pictures of jobs  
Resource persons to describe jobs  
Movies and filmstrips

visit a library and make his needs known

Set up a regularly scheduled library period each week. Talk about your interests before going to the library.

Take your students to activities scheduled for regular students.

Set up a mock library. Choose one student for librarian. Visit the "library" and tell the librarian what you wish to "read." Be certain to observe library rules.

Ask librarian to schedule "occupational programs" for your students so they may talk with her and she can become aware of their abilities and needs.

Take a field trip to a neighborhood library. Note how it is different from a school library.

## Library period

### Mock library

### Occupational programs set up by librarian

### Field trip to neighborhood library

Note: Talk to school and public librarians.  
Give them lists of books on Mental Retardation suitable for children and adults to read for better understanding of TMH children.

The learner may be able to:  
write isolated words needed for job application or employment in manuscript or cursive writing

## Penmanship

Practice writing complete name. For some students, this may still be large manuscript writing, using two or more lines.

Use the following exercises for students who will benefit from them:  
Using paper with 1 inch squares and heavy lines drawn by teacher, trace over prepared copy of name.

Large sandpaper letters for feeling.

Sandpaper letters for spelling complete name. After feeling sandpaper name, print name on two lines on paper.

Make smaller manuscript letters when student is able to do so.

Use the following exercises for students able to use manuscript writing on one line:  
Trace over name on prepared copy.

Spell name with small sandpaper letters.

Give student paper with name, address, and telephone number.  
Instruct him to copy each on the line below it.

Use a model until it is no longer needed.

## Instructional Aids and Materials

Pictures of jobs  
Resource persons to describe jobs  
Movies and filmstrips

## Library period

### Mock library

### Occupational programs set up by librarian

### Field trip to neighborhood library

Note: Talk to school and public librarians.  
Give them lists of books on Mental Retardation suitable for children and adults to read for better understanding of TMH children.

Prepared copy of each name  
Small sandpaper letters  
Prepared copy of students name, address and telephone numbers with lines between each for copying

### Behavioral Objectives

#### Activities

Some students may be using cursive writing.

Practice feeling sandpaper or raised alphabet letters in cursive writing. (Encourage the student to make letters correctly but do not force him.)

#### Instructional Aids and Materials

Some students may be using cursive writing.

Practice feeling sandpaper or raised alphabet letters in cursive writing. (Encourage the student to make letters correctly but do not force him.)

Sandpaper cursive letters  
Raised alphabet letters in cursive

Note: TMH should be allowed to write anything that is useful or pleasurable to them. They should not be forced just for the sake of writing.

Play "Write a Word Game." Make word cards for a number of words learner will need in sheltered workshop situation. Hold up a card and say, "Let's see who can write Exit first." The child who writes the correct word first gets to hold the card. Count cards when the game is completed. Some students may be able to spell the word while looking at it.

Use simple form to fill in giving name, age, address and telephone number. (Make a card with this information for each child so he will have it available when he needs it.)

Provide many dot pictures for practice in drawing lines. (These may be covered with plastic if necessary.)

Practice signing name like you will to endorse payroll check. Manuscript or cursive. Practice cursive writing of name. Learn to write this neatly. Remember that signature must be legible.

Copy the work schedule and names of persons assigned to each task from the chart. Make a chart for each student. Record the colors of clothing worn for a week.

Chart

Date	shirt	dress	pants	shoes	coat
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

Make a daily page for a clothing book, showing clothes you wore to school for a week. Find articles in catalogs, cut out and paste on paper. Write blue shoes, etc. under each article of clothing.

Paper for booklet  
Catalog, scissors, paste

Paper, pencil  
Simple form with place for name, age, address and telephone number

Note: If student cannot master name with cursive writing, teach him to do his name in manuscript neatly.

Dot pictures  
See chart below

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Wednesday		</			

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

Keep a weather chart for a week.

Day of Week	rainy	fair	windy	cloudy	snow
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					

will be able to read some foods on a menu.

- Set up mock restaurant. Order foods from menu.
- Take a field trip to a restaurant. Eat lunch there.
- Write stories about the field trip. Read to students letting them supply key words which they have learned.

### Functional Arithmetic

The learner may be able to:  
use correct words for some numbers and number concepts

### Vocabulary Development for Oral Language

clock	time	month	in
hands	age	year	out
hours	telephone number	penny	full
minutes	day	empty	pounds
nickel	calendar	top	bottom
dime	half dollar	short	feet
quarter	dollar	tall	
cents	inches	large	
numbers one to twenty	week	small	
any other number words as needed			

(Review the vocabularies on the Primary and Intermediate levels.)

learn number concepts  
to twenty

See chart below

- Ask a local restaurant for menu. Learn the names of some foods on the menu.
- Set up mock restaurant. Order foods from menu.
- Take a field trip to a restaurant. Eat lunch there.
- Write stories about the field trip. Read to students letting them supply key words which they have learned.

Actual objects  
Pictures or illustrations of number concepts

Restaurant menu	in
Mock restaurant	out
Field trip to restaurant for lunch	full
Stories of trip	pounds
	bottom
	feet

Cards with number symbols

- Small objects
- Number symbol cards
- Symbol cards
- Cards with number words

Behavioral ObjectivesActivitiesInstructional Aids and MaterialsTime

The child will be able to:  
recognize some dates on  
the calendar

Make individual calendars to keep in supply boxes. Let each student draw his own calendar using pencil and ruler. Some students may need broken lines made on paper for tracing.  
Help any student who cannot work alone.  
Find the date on large room calendar. Write it on small calendar.  
Have a certain time each day to discuss the day, month and year.  
Keep a weather chart recording the temperature and date.

Paper  
Pencil  
Ruler

Room calendar  
Thermometer  
Weather chart

Have a large clock with moveable hands in the classroom. Paint the minute hand red.  
Set the clock at the time you come to school. Learn what time that is. Give each student a small clock and practice setting it like the big clock.  
Practice setting the clock at hours you do certain activities.  
12:00 eat lunch  
3:30 go home  
2:30 recess  
9:00 come to school

may be able to tell time  
according to the clock,  
by hour or time school  
starts, etc.

Large clock with moveable hands  
Small clock for each student  
Large and small clocks  
Large clock  
Small clocks for each student

**Time Game:** Divide the class into two groups. Give each child a small clock. Set the big clock at any hour. The person who first sets his clock and identifies the correct time wins a point for his team.  
**Time Game:** Divide class into two groups. Say, "Who can show me where the hands of your clock will be at 2:00?" The student who sets his clock correctly wins a point for his side.

Play "Tell Time Quizmo."

Talk about favorite TV programs. Mention the time this program is seen.  
Show correct time on big clock. Set the little clocks and repeat the time.

Tell Time Quizmo  
Milton Bradley Co.

Large clocks  
Small clocks

Note: Don't force telling time on a student if you see he doesn't enjoy it. Another activity would be better at this time.

Discuss things you will do today, tomorrow and next week.  
Talk about how long we stay at school.  
Talk about how long it takes to eat lunch.  
Talk about how long it takes us to get home.  
Talk about how long we stay home and what we do while we are there.

tell time in terms  
of how long

## Behavioral Objectives

### Activities

### Instructional Aids and Materials

The child will be able to:  
recognize some pieces of  
money

(Review money vocabulary at beginning of Functional Money Area.)  
Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can.  
Help him find the correct pieces of money.

Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the student find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies.  
(This may be an individual exercise or group activity with students divided into two groups.)

Identify pieces of money by name.  
Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.

play simple money  
games

Money Game: Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies.  
Sort coins.  
Match coins.  
Match real coins with pictures of coins.

Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.

Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc.  
Introduce the \$ mark and the q sign. Find price tags and food cans with either on them.  
Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.

make very simple  
change with help

Schedule a movie. Ask each student to bring a dime to pay for popcorn and cold drink mix. Let the girls make the cold drink mix and the boys the popcorn. Set up a concession stand. Give each child 6¢. Sell the popcorn for 2¢ per sack and

Note: Make the student aware that everything in a store costs money.  
Play store with stamped food cans

Catalogs  
Magazines  
Scissors  
Price tags  
Real money

Real money

Five pennies  
Nickel  
Flash cards for numbers 1-5

Real coins  
Pictures of coins  
Mock bus  
Bus fare  
Bus trip around city

Real money

Price tags  
Food cans  
Field trip to grocery store

Movie  
Cold drink mix  
Popcorn

Behavioral ObjectivesActivities

the cold drink mix for 1¢ per glass. Help the students make their own change.

**make inexpensive objects and sell in playstore with supervision**

Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over \$5 is collected, take a field trip to a local bank and open a savings account.

**operate some machines with money**

Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.

**solve some simple everyday money problems**

Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.

Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.

The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

Instructional Aids and Materials

Butter  
Hot plate and skillet  
Sacks  
Glasses or cups

Pot holders, painted rocks, other articles to sell

Piggy bank  
Field trip to local bank

Field trip to shopping center with a washeteria, stamp machine, pop machine

Trip to store

**FUNCTIONAL ACADEMICS**  
**SUGGESTED MATERIALS AND EQUIPMENT**

**Developmental Learning Materials**

3505 North Ashland Avenue  
Chicago, Illinois 60657

- Clear plastic stencils
- Superboard lacing cards with laces
- Three sided pencils
- Color cued control paper
- Auditory tape of familiar sounds
- Parquetry Inset boards (shapes)
- Dot to Dot pattern sheets
- Tracing designs
- Tracing paper
- Pre-writing design cards
- Parquetry designs (large and small in six primary colors)

**Ideal School Supply**

Oak Lawn, Illinois 60453

- Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
- Form boards (shapes, size, animals)
- Building bead patterns
- Jumbo pegboard and pegs
- Large colored beads and laces

**Milton Bradley**

Springfield, Massachusetts 01101

- Large dominoes (pictures on one side, numbers on the other)
- Educational thermometer
- Individual thermometers

**Community Playthings**

Rifton, New York 12471

- Giant size dominoes (through double 6's)

- Colored inch cubes (six primary colors)
- Stencil boards (animals, seasonal, shapes, farm and transportation)
- Sequential picture cards II and III
- Association picture cards
- Counting picture cards
- Animal, job, people shapes puzzles (with trays)
- Association picture cards II and III (regrouping individual items in basic categories)
- Color association picture cards
- Body concept ditto masters

Judy Company

310 North 2nd Street  
Minneapolis, Minnesota 55401

- Puzzles (3 to 24 pieces)
  - See-Queen Story Boards
  - Community Helpers (life-size figures)
  - The Family
  - Calendar
  - Primary clock
  - Mini clock

Stanwix House

3020 Charters Avenue  
Pittsburgh, Pennsylvania 15204

Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building  
Circle Pines, Minnesota 55014  
Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street  
Boston, Massachusetts 02116

- Geometric Shapes in color
  - Association cards
  - Conect-a-clock in color

Instructo Corporation

Paoli, Pennsylvania 19301

Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livernois  
Detroit, Michigan 48221

Lace-up boat

- Matchettes (color)
  - Number-ite
  - Fit a Shape
  - Fit a Space
  - Feel Match (texture)
  - Feel Match Thickness

**Creative Playthings**

P. O. Box 330  
Princeton, New Jersey

Nesting wood blocks (size)

**A. Dagger and Company, Inc.**

Educational Teaching Aids Division  
159 West Kinzie Street  
Chicago, Illinois 60610

Geometric Inserts with frames  
Montessori cylinders to develop spatial concept  
(diameter and height varies)  
Cabinets to hold cylinders

**Bell and Howell Company**

7100 McCormick Road  
Chicago, Illinois 60645

Language Master

**Childcraft Equipment Co.**

155 East 23rd Street  
New York, New York 10010

Peg grading board (colors)  
Shape sorting box  
Giant bead stain (color)  
Let's play safe signs  
Hippity Hopscotch (number recognition)  
Pepo Ring Toss (colors)

**Tupperware International Headquarters**

Orlando, Florida  
(usually a Tupperware representative in your area)

Snaps (colored plastic teles which snap together)

Educational Activities, Inc.  
P. O. Box 392  
Freeport, New York

- Record and Guide — Album 605, *The Development of Body Awareness and Position in Space* \$5.95  
Records and Guide — Album 606-7, *Developing Perceptual Motor Needs of Primary Level Children* \$11.90  
Record — EALP No. 603, *Basic Concepts Through Dance (Position in Space — following directions)* \$5.95  
Record — EALP No. 601, *Basic Concepts Through Dance (Body Image — following directions)* \$5.95

### FILMSTRIPS

#### Oaktree 7

four filmstrips — spring, summer, winter, fall — with accompanying records  
Available from:

Eye Gate House Inc.  
Jamaica, New York 11435

#### The Feel of Things

Shapes

Available from: Encyclopedia Britannica

### Music Books and Records

Gingland, David R. and Stiles, Winifred *Music Activities for Retarded Children. A Handbook for Teachers and Parents*.  
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)

The Kindergarten Book with records  
The First Grade Book (enlarged edition) with records

Silver Burdett Company

Making Music Your Own — K  
Making Music Your Own — First Grade

Maico Company Inc.

Record — What's Its Name ( sound effect record)

### BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded*.  
Nashville, Tennessee: Abingdon Press

Grayson, Marion F. "Let's Do Fingerplays.  
Washington, D.C.: Robert B. Luce, Inc., 1962

Scott, Louise Bender and Thompson, J. J. *Talking Time*.  
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960  
  
Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards*.  
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

#### BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

Egg, Dr. Maria. *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children*.  
New York, New York: The John Day Co., 1961. 155 pp., \$3.75  
Practical way parents can help their retarded child develop. Excellent.

Williams, Harold M. *Education of the Severely Retarded Child*

U. S. Office of Education Bulletin No. 20  
Washington, D. C.: U. S. Government Printing Office, 1961

Describes characteristics of TMH children and suggests curriculum for them.

#### BOOKS FOR STUDENTS IN SCHOOL LIBRARY

Dorothy, Ruth K., *Our Jimmy*. Westwood, Massachusetts (Box 224); Services Associates, \$3.95 and 35¢ postage.  
Parents tell their children about their retarded brother. Illustrated by retarded boy.

"Hello, Know Who I Am?"

Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy  
Lee County Association for Retarded Children  
2570 Hanson Street  
Fort Meyers, Florida

#### FILMS AND FILMSTRIPS

#### International Communication Film

1371 Reynolds Avenue  
Santa Ana, California 92705

Walt Disney Nature Library

#### University Book Store

2122 Central S. E.  
Albuquerque, New Mexico  
The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street  
New York, New York 10007

EBF Filmstrips  
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)

1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway  
Chicago, Illinois 60614

The Child and His World (6 albums - 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.  
Albuquerque, New Mexico 87103

Primary Reading Child Size Books  
Bowmar Manipulative Books

ECONOMIC  
USEFULNESS SKILLS



## ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.<sup>1</sup> As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.



## Behavioral Objectives

### Activities

Put away supplies after work is finished.  
Put away toys after play period is over.

Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.

Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.

Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."

Sing Songs (with or without records) and follow the simple directions.  
"Singing While We Play" and "About Singing Games"

"Open, Shut Them," "Let's Go Walking," "Creative Play."

"The Band," "Before We Play," "Come With Me," "Chiapanco," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.

Make up your own songs and follow directions. Use tunes to familiar songs.

Color paper according to direction (see color routine in this skill area).  
Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.

complete an assigned task

### Instructional Aids and Materials

Supplies  
Toys

Records and flannelboard stories students enjoy

Note: Explain that there are times to sit quietly and listen and other times to take turns talking.

Rhymes for Fingers and Flannelboard pp. 108-117

The Kindergarten Book (with records) pp. 8-32,  
38-42

The First Grade Book (with records) pp. 10-41,  
45-52

Making Music Your Own, K (with records) pp. 14  
27, 28-51.  
Music Activities for Retarded Children pp. 27, 28,  
29, 32, 67, 89

Paper, crayolas  
Paper, scissors, paste  
Simple puzzles  
More difficult puzzles

Note: Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.

Sewing cards  
Yarn needles, colored yarn, tagboard, paper punch

Lace Boards. These may also be made from Masonite or plastic sheets or designs you will be teaching. Draw design on board and print letters to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.

Brightly colored  
Masonite or plastic sheets  
Toys for free play period

## Behavioral Objectives

### Activities

#### Establishing School Routine

The child may be able to:  
follow simple directions for  
school routine

arrival at school

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately.  
If teacher must talk with bus driver or parents, place a simple task; puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.

coming to circle

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

coloring

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

restrooms

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

lunch period

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to distract other classes. Public relations with other teachers can be very important here; also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

### Instructional Aids and Materials

Note: These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs  
, Circle line

Supply box  
Picture to color

Restrooms

Work chart

School cafeteria

Note: Always provide lunchroom supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than it is to break a bad one.

## Behavioral Objectives

### Activities

cutting and pasting

Set up a regular routine for cutting and pasting: prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box.

Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue.

Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

clean-up time

Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

going home time

Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

The child may be able to:  
identify some home and  
school articles used to  
work

pencil	mop	pencil sharpener	felt pen
paper	broom	vacuum cleaner	
scissors	dustpan	lawn mower	
paste	dryer	washing machine	

### Vocabulary Development for Oral Language

Note: Actual articles when possible  
Good pictures of articles

Note: Give plenty of time for this activity.

Sloppy habits will be formed if the child is hurried too much.

Play Identification Game: "Find the Pencil," or, "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.

Identify pictures of school articles. Tell what each is used for.

Identify pictures of home articles. Tell what each is used for.

Match articles: big pencils, little pencils, red pencils, brown pencils, etc.

Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

Invite parents to school for "Identification of Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

Note: Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

### Behavioral Objectives

#### Activities

#### Instructional Aids and Materials

Take a field trip to a washeteria and observe someone using a washer and dryer.

Invite a parent to bring a vacuum cleaner to school for a demonstration. Let each child take a turn in vacuuming the floor.

Take the students to the school cafeteria to watch the custodian mop the floor.

Find pictures of articles used at home.

Paste them on construction paper to take home.

Find pictures of articles used at school.

Paste them on construction paper to take home.

identify simple tools by name

hammer

saw

screw driver

nails

board

Visit a lumber yard to get straps of lumber.

Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.

Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.

Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.

Put one tool in a paper bag. Let each child feel the tool without looking at it.

Guess which tool is in the bag.

Find pictures of simple tools. Identify them.

solve some simple problems

solve some simple problems related to school routine.

When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.

Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.

Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Field trip to washeteria

Vacuum cleaner

Parent

Custodian

Mop

Magazines, scissors, catalogs, paste, construction paper, school supply catalogs

Actual tools

Pictures of tools

Visit to lumber yard and school shop

Resource person

Some simple tools

Playskool Workbench

Tools you wish to identify

Tools

Cloth

Paper bag

Assorted tools

Pictures of tools

Arrival at school without work activity by names

Teacher reading a story in circle without students

Activities without supply box

### Behavioral Objectives

### Activities

### Instructional Aids and Materials

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

Start out for cold outdoor recess without coats or mittens

Teacher with coat  
Students without wraps

**Skill Area — Economic Usefulness**  
**Level — Intermediate**

**Behavioral Objectives**

**Developing Work Habits**

The child will be able to:

follow simple directions

follow group directions

Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.

String beads according to direction: round bead, square bead, red bead, blue bead, etc.

Sort beads according to color.

Sort beads according to shape or size.

Sort buttons according to color.

Sort buttons according to size.

Sort nails and bolts.

Put lids on various types of bottles and jars.

Put lids on food cans.

Sew cards according to teacher direction: by number, with red yarn, etc.

Run an errand for the teacher.

Complete a work paper as directed by teacher.

follow group directions

Make charts showing room duties. Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.

Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.

Pick up papers from the playground as directed by the custodian, and teacher.

Follow simple directions from records.

Set up a "Quiet Time" and a "Talking Time."

You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

**C. A. #0-12-11  
M. A. thru 5.1)**

**Activities**

**Instructional Aids and Materials**

Tagboard, button, needle, thread  
Assorted colors and shapes of beads, laces  
Egg cartons  
Colored beads  
Egg cartons, beads of assorted shapes, and sizes.

Egg cartons, colored buttons.  
Egg carton, large and small buttons  
Coffee cans or muffin tins, nails, bolts  
Bottles and jars with lids  
Coffee and shortening cans etc., with lids  
Sewing cards with laces or colored yarn  
Paper, pencil, crayolas

Magazine, scissors, tagboard  
Note: Include every possible duty; feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.

Paper bags, boxes, waste baskets  
Note: Carefully supervise all work activities so that sloppy habits will not be established.

See records in Suggested Activities at end of skill area.  
Note: Explain that many jobs permit some conversation, but no job permits loud talking or screaming.

## Behavioral Objectives

### Instructional Aids and Materials

#### Activities

complete an assigned task

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

Note: Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.

follow simple direction  
for school routine

Bell or whistle  
Toys for free play

Note:

These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.

arrival at school

Note: Simple project by each child's name  
Note: Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

Set up a regular routine for coming to circle.  
coming to circle

p work immediately, pick up  
chair, carry it to the circle area, sit quietly an  
ten for further directions.

Note: This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

coloring

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished, put crayolas back in the box, close the box and sit quietly while other students finish.

restrooms

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess or return to classroom for indoor recess.

lunch period

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

cutting and pasting

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

clean up time

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes: take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

Whistle or bell

Broom, dustpan

Note: Be sure to give enough time for completion of this activity. Failure to do so may result in sloppy work habits.

Supply boxes

Note: The TMH will always need some supervision in the restroom. You might allow them to go there unsupervised several times per month but ask principal, custodian, nurse, or secretary to look in on them and note habits that should be reinforced.

Note: Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

Note: See Perceptual Motor Skill Area for use of scissors.

Paper, supply box, tissue

Note: Always do a project with the students so they will not get the idea that you think the project is too messy.

Note: Teach a child to be independent. He may need help if he has never done anything for himself at home.

Behavioral Objectives

going home

Instructional Aids and Materials

Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Activities

Wraps

Developing Ability To Work With Others:

The child will be able to:  
play games in small groups

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have the same number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time. Bolt and nail game, group of two students: put bolts and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first. Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.

work in small groups  
to complete school jobs

dust furniture

Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.

sweep floors

Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.

This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TMH children are not very creative and they will want to put everything back where it was.

set the table

Set the table for a room luncheon or party, group of two student: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.

For practice, make place settings of butcher paper  
Plastic dishes and silverware

Note: The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.

Note: This game is good for two or four students.  
Boxes of beads, laces  
Boxes or egg cartons  
Nails and bolts

Note: Number dominoes  
Picture dominoes, musical chairs or similar game

Note: You will want to set up a regular routine for each school job.

Dust cloth

Broom, dustpan,

### Behavioral Objectives

#### Activities

#### Instructional Aids and Materials

wash dishes	Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.	Note: This activity will probably be needed after simple cooking lessons. Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pad
dry dishes	Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.	Note: If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.
clean shoes	Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.	Mat Broom, paper towel Brush Leader
water plants	Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.	Plants Plastic bottle or pail Small can for dipping
make sewing cards	Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.	Tagboard, scissors Pencil, patterns Note: The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.
	Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)	White butcher paper Paints or crayolas
	<u>Vocabulary Development for Oral Language</u>	Real objects Pictures of objects Chart showing pictures of objects and words Word Cards Note: You are not really trying to teach words, but some students may learn a few of them.
	The child will be able to: identify some home and school objects and identify their use	pencil paper paste scissors stove dryer crayolas felt pen dishes knives blender dish cloth forks spoons pans toaster washer telephone coffee pot dishwasher dish drainer garbage disposal dish towel

## Behavioral Objectives

### Activities

Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 -- Side B)

Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home. Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

### Identify some common tools and their use

saw	boards or rough lumber
lumber	claw hammer
file	nails (large heads)
pliers	screws (large heads)
sandpaper	screws driver (standard)

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities. Talk with your shop teacher regarding the kind of board which will meet your own needs. Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following identification games:

Point to hammer and ask, "What tool is this?"  
 "What do we do with it?" The child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool, finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, "What tool do we use with these?" Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

### Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P  
 Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors  
 Pictures of articles  
 Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

Actual tools  
 Pictures of tools  
 Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools

Large piece of board  
 Hooks  
 Tools

Board with outline of each tool  
 Actual tools

Board with outline of each tool  
 Actual tools

Nail, board, tools

Nail, board, hammer  
 Screws, screw driver, board  
 Available from Creative Playthings and Judy Companies

### Behavioral Objectives

#### Activities

<u>Instructional Aids and Materials</u>	<u>Activities</u>	
Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch Yarn, yarn needle	Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time. Tell flannel board stories, making your stories longer as the attention span develops. Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be advisable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.	Short stories Flannel board stories
	Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.	Show and Tell period Note: Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start. Record, record player Teacher whispers
	Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.	Group games
	Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions.	Work activity sheets Pencil, crayolas
	The child will be able to: solve some simple everyday problems	Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.  Ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.  "a for sweeping. Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives

Activities

- Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.
- Ask a student to dust the furniture without a dust cloth.
- Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.

Instructional Aids and Materials

Area for washing dishes

Area to dust without dust cloth  
Area for setting table without one article needed for the task

Note: Include any problem solving situation related to your own classroom.

**Skill Area – Economic Usefulness**  
**Level – Prevocational**

**Behavioral Objectives**

Taking Responsibility for  
 Completing Work Assignment

The student may be able to:  
 arrive at school (work)  
 on time

C. A. 13.0-16.11  
 M.A. thru 6.11

**Activities**

One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by individual students.

Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.

The student may be able to:  
 arrive at school (work)  
 on time

Make a large tagboard time chart so each student can sign in each morning. If a student is late without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students, and the places they will be engaged.

	Mon.	Tues.	Wed.	Thurs.	Fri.		Days Abs.	Days Pass.
Mary	Mary	Mary		Mary	Mary		0	5
John	John	John	John	John	John		1	4
Anna	Anna	Anna	Anna	Anna	Anna		0	5
Bob	Bob	Bob	Bob	Bob	Bob		3	0
Sex	Mon.	Tues.	Wed.	Thurs.	Fri.			
Boys								
Girls								

Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners.

Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.

Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.

accept discipline when he is late

**Instructional Aids and Materials**

**Activities**

Note: A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A teacher with at least two teachers so that students could be divided into groups according to interests andencies would be ideal. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.

See chart bel. w

Field trip to sheltered workshop or business

Mock workshop  
 Angry employee  
 Note: Students must learn to expect disappointment if they are late

## Behavioral Objectives

### Activities

Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.

start working on arrival at school with a minimum of reminding

Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.

finish a task  
be neat in most work activities

Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.

have confidence in work ability

Simple tasks on level of each child, clean or messy activities according to the ability of the student.

have confidence in work ability

Set up a mock workshop. Invite parents and Special Education Personnel from open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

- Jobs and Activities
- The student may be able to:
- learn some simple work assignments
  - school activities

dust furniture  
sweep floors  
mop floors  
empty waste baskets  
water plants  
clean and shine shoes

follow pattern in simple sewing  
take apart irons, coffee pots, etc. try to put them together again  
hang up clothing  
keep locker clean and neat  
sweep or mop halls with supervision

## Instructional Aids and Materials

Students from other grades for work demonstrations.

Note: Stress the importance of a smile and greeting to each employee as you arrive, Mention clothing, their neat appearance, etc.

Work chart

Bell

Note: Have frequent parent conferences and school visits to emphasize work routine

Note: Explain to parents that student must learn to finish task. If he expects to be paid job.

Note: He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.

Note: For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule.

Mock workshop  
Visitors

(Routine, Vocabulary and equipment will be discussed in the next section.)

Note: This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs

## Instructional Aids and Materials

### Activities

### Behavioral Objectives

wash windows  
(Keep this activity very simple.)

make slice slice USA

- mop kitchen floor
- sweep floor
- run vacuum cleaner
- wash windows inside
- simple hand ironing
- clean up tables
- wash dishes
- dry dishes
- empty garbage
- clean cupboards and replace dishes
- keep closet neat and in order
- take clothes from dryer and fold
- clean bathroom
- clean table tops
- wash cars with supervision

## Home activities

awn care

identify most of the equipment needed to complete a work assignment.

mon floor

broom                   dust mop  
dust pan

- set tables
- make bed
- prepare simple foods
- clean mirrors
- bundle newspapers
- do simple sewing
- dust furniture
- hang up clothes
- answer telephone
- arrange articles on shelves
- sort clothing according to color
- clean dish washing area
- clean refrigerator
- arrange drawers
- take apart old home

- rake leaves
- pick up litter, twigs and branches
- simple watering with help
- remove dead limbs with help

- cut weeds with supervision
- pick up litter and paper

- rake leaves
- sweep sidewalks, porches, and steps
- shovel snow from sidewalks and steps

## Vocabulary Development for Oral Language (and written language as determined by teacher)

#### **Equipment needed**

### Vocabulary needed in addition to names of equipment

measure  
squeeze  
shake  
wring

push  
hold

involve parents or guidance counsellors in the process. Encourage students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere.

**Note:** Parents should realize that some of these activities provide excellent opportunities for "Mother - Daughter" and "Father - Son" discussions.

Note: These are also good "Father - Son" activities.

**Note:** Make certain that your TMH room is scheduled for a "clean up the litter week" just as often as regular classes. Regular students should observe TMH students doing many jobs well.

Have a special place for each tool or material used in work. A large cabinet or board with each tool outlined is ideal. Names of some tools may be written over the outline and this is excellent if you are teaching the written word.

deep furniture

## Behavioral Objectives

## Instructional Aids and Materials

<u>Activities</u>	<u>Vocabulary needed in addition to names of equipment</u>
clean bathroom	cleaner brush cloth disinfectant
answer telephone	telephone pencil paper
clean and shine shoes	broom brush shoe polish tongue depressor cloth or brush for shining
rake leaves	rake box trash cans
sewing	needles - regular embroidery, yarn thread, cotton thimble scissors
simple home repairs	hammer nails screwdriver thumb tacks square saw clamp pliers screws sandpaper
	pour set dry
	talk plainly telephone number
	scrape rub
	put in box place by curb
	pile empty pick up
	sew thread needle
	knot cut
	hit hold twist push
	rub fasten tighten

Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.

Senior Citizens are often glad to come to school and demonstrate various work activities.

Behavioral ObjectivesActivitiesEquipment neededVocabulary needed in addition to names of equipment

wash and dry dishes	dish pan or sink detergent dish drainer dish cloth dish towel	scrape stack drain put away	soak clean scald dry	Note: Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.
simple ironing	ironing board iron flatwork to iron	iron press turn on	turn off fold	
cut weeds	hoe rake waste can or box	cut rake up	pick up put in boxes	
bundle newspapers or magazines	newspapers heavy cord		tie fold	
sweep sidewalk	broom dustpan box or waste can	sweep pick up put in box	stack up place evenly pile up	
take clothes from dryer	clothes dryer basket table	shake out fold sort	put away put in basket	Note: Evaluate the students at least weekly to see if desired learnings are being developed.
water plants	plants watering can water	pour fill	mop up spilled water	
wash windows inside	spray bottle filled with window cleaner newspapers or cloth	spray clean polish	scrub dirty spots	

Behavioral Objectives

find materials and complete a work assignment in a given period of time

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Instructional Aids and Materials

Note: The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.  
Be sure each tool or material has a specific place so the students can easily locate it.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put mop in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

mop  
bucket  
water  
detergent  
disinfectant  
measuring cup  
(regular routine to follow)

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from shoes
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust  
Note: Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.

Field Trips  
The student should go on field trips to:  
see people help others

Emergency Services (Ambulance, Rescue Squad)  
Fire Department  
Police Department  
Doctor's Office  
Hospital

Note: Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

### Behavioral Objectives

#### Activities

- watch many people work at many kinds of jobs
- beauty shop
- barber shop
- motel
- hotel
- gas station
- car wash
- dairy
- laundry
- cafeteria
- restaurant
- drive-in

- small grocery store
- large grocery store
- drug store
- hardware store
- variety store
- discount store
- clothing store
- shoe store
- Electrical appliance store (selling and servicing)
- disposal plant

identify some jobs they can do

#### Films

#### Filmstrips

sheltered workshops  
Goodwill Industries  
(other related businesses in your community)

### Transportation Skills

The student may be able to:  
identify a specific bus stop

Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

Some of the jobs you will want to observe are:

1. busboy
2. dishwasher
3. steambale attendant
4. dishwashing machine operator
5. waiter
6. waitress
7. salad maker
8. sandwich maker
9. cook's helper
10. custodian
11. car wash attendant
12. yard boy

(See Suggested Materials at end of skill area)

Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide for TMH youngsters and the limitations that must be set on their conduct while riding the bus.

Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens.

Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop notice buildings and other landmarks which will make it easier for students to locate it. Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.

Field trip  
Bus schedule for all parts of city

Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

### Instructional Aids and Materials

### Behavioral Objectives

identify the right bus  
for a short trip

pay for his fare and  
get transfer when  
necessary

### Activities

Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive.

Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.

conduct himself  
properly while  
on bus

- Set up a mock bus. Practice the following behavior on the bus.
  1. Wait until bus stops before trying to board it.
  2. Smile and speak to driver as you pay your fare.
  3. Smile and greet friends as you are finding a seat.
  4. Sit on seat while bus is in motion.
  5. Do not move from one seat to another.
  6. Keep hands and head inside bus.
  7. Keep talk and laughter low.
  8. Do not talk with strangers or accept food from them!
  9. Get off bus only at your regular stop.
  10. Go immediately to workshop or home.

Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus. Invite parents to school to observe bus routine set up on "mock bus" in classroom.

signal when ready to  
leave bus

recognize home  
bus stop

### Instructional Aids and Materials

Mock bus with "driver"

Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

Mock bus  
Real money  
Tokens

Short bus trip  
Long bus trip using transfer

Mock bus

Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.

Mock bus  
Cord tied between two chairs  
Small bell

Note: This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

Mock bus  
will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.

Set up mock bus. Arrange a chair for each student. Make paper hats for driver, men and women. Let each student board the bus when driver holds up his street sign. After all students have boarded the bus, appoint a leader to stand in front of bus and hold up street signs.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

Independent Travel

Review Transportation Skills several times per week.

Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop Activity Program.

Invite parents to school to observe the following routines for Independent Travel.

The student will be able to:  
get to work on a public bus

Practice the following steps:

Note: Get to the bus stop on time. Remind parents that a TMH student may

board the first bus which comes along if he has missed his bus.

Look at the name on the front of the bus.

If it is your bus, get on and pay your fare.

Sit down and conduct yourself properly while on bus.

Signal when you are ready to leave bus.

observe safety rules in  
reaching place of  
employment

Note: Set up mock situations as needed for the various demonstrations for parents

Practice the following steps:

1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.

2. Never cross in the middle of the street.

3. Remember that emergency equipment always has the right of way.

seek help if he needs it

Note: Mock situations as needed for demonstrations for parents

Solve the following problems:

1. Someone is bothering you on the bus.

Tell the driver.

2. Someone is following you. Contact police, go to someone's home, knock on the door and ask them to call the police.

3. Lose bus money or token. Knock on someone's door or go in place of business and ask them to call your parents.

4. You get off at the wrong bus stop. Knock on someone's door or go in place of business and ask them to call your parents.

Note: For this program to be successful teacher must:

1. make daily calls to parents reporting success and failure
2. make weekly home calls or invite

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**Behavioral Objectives**

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**Activities**

5. Other problems related to your own group.
- Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.
3. contact satisfied parents and ask them to talk with parents who are not sold on your program
4. be a good listener as well as an adviser

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**Instructional Aids and Materials**

**ECONOMIC USEFULNESS**  
**Suggested Materials and Equipment**

**Community Playthings**  
Rifton, New York

Tool cabinet  
Woodworking tools  
Safety Play Traffic Signs (signs and bases)

**R. H. Stone Products**  
18279 Livernois  
Detroit, Michigan 48231

Playskool Village for Community Study  
Set of Large Community Helpers  
Life size Community Helpers  
Playskool Workbench  
Pounding Bench (mallet and pegs)

**David C. Cook Publishing Company**  
Public and Private School Division  
Elgin, Illinois 60120

Home and Community Helpers Pictures  
My Community Pictures  
Puppet Playmate Boards (community helpers)

**American Guidance Services, Inc.**  
Publishers Building  
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

**Dinuba, California Public Schools**  
Dinuba, California

**Fern Tripp Safety Signs Folder**  
local  
Tele-a-Trainer Sets  
Movies and Stories

**Mountain Bell Telephone Company**

Creative Playthings  
Princeton, New Jersey

- Junior Handyman wood tool box
- Hammer and nail design kit
- Wood nuts and bolts construction set
- Bolt tight set (screw driver and nuts, bolts, washers)
- Miniture village with streets and buildings

New Mexico Division of American Auto Association

1516 San Pedro N.E.  
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us — Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record

Safety Can Be Fun

Summit Industries  
P. O. Box 415  
Highland Park, Illinois

Singing On Our Way — Scott Foresman Co.

1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

- Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults*  
New York, New York: National Association for Retarded Children, 1963
- Kakoska, Charles J. and Schmidt, Alfred. "Related Classroom Chores to Outside Jobs"  
*Teaching Exceptional Children*. Fall 1969, pp. 27-28

Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community*  
New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jac., and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living"  
*The Training School Bulletin*, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films

662 North Robertson Boulevard  
Los Angeles, California 90069

Fathers Work

My Dad is a Carpenter  
My Dad is a Moving Man

My Dad Works in a Shoe Store  
My Dad Works in a Factory  
My Dad Works in a Supermarket  
My Dad Works in a Service Station

Mothers Work Too

My Mother is a Waitress  
My Mother is a Dental Assistant  
My Mother Works in a Bank  
My Mother Works in an Office  
My Mother Works in a Drug Store  
My Mother Works at Home

FILMSTRIPS AND RECORDS

Avid Corporation

Instructional Systems Division

10 Tripps Lane  
East Providence, Rhode Island 02914

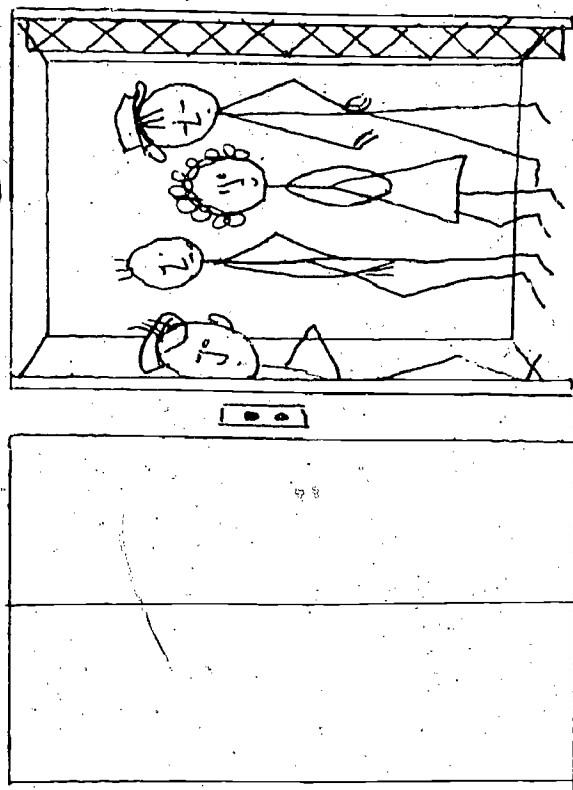
Occupational Job Attitudes (especially for Mentally Retarded)

## WORDS FOR DAILY LIVING

The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be cut out and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

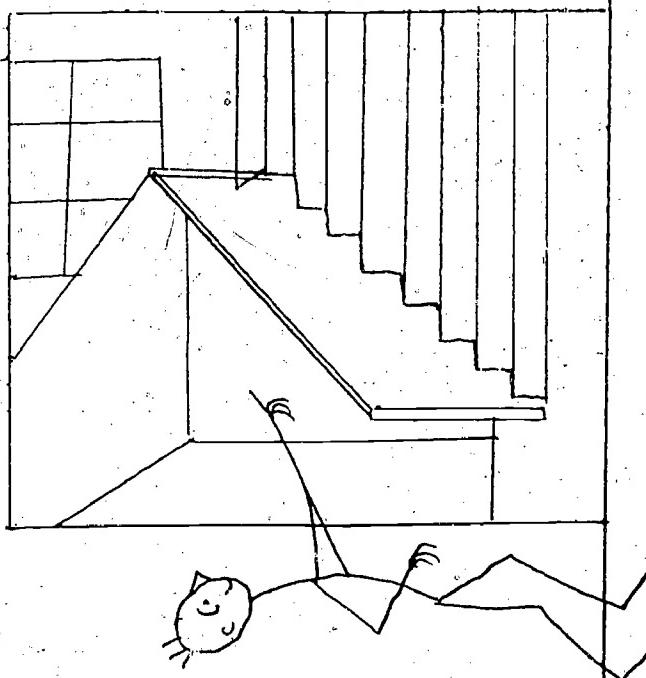
One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.

- ELEVATORS -

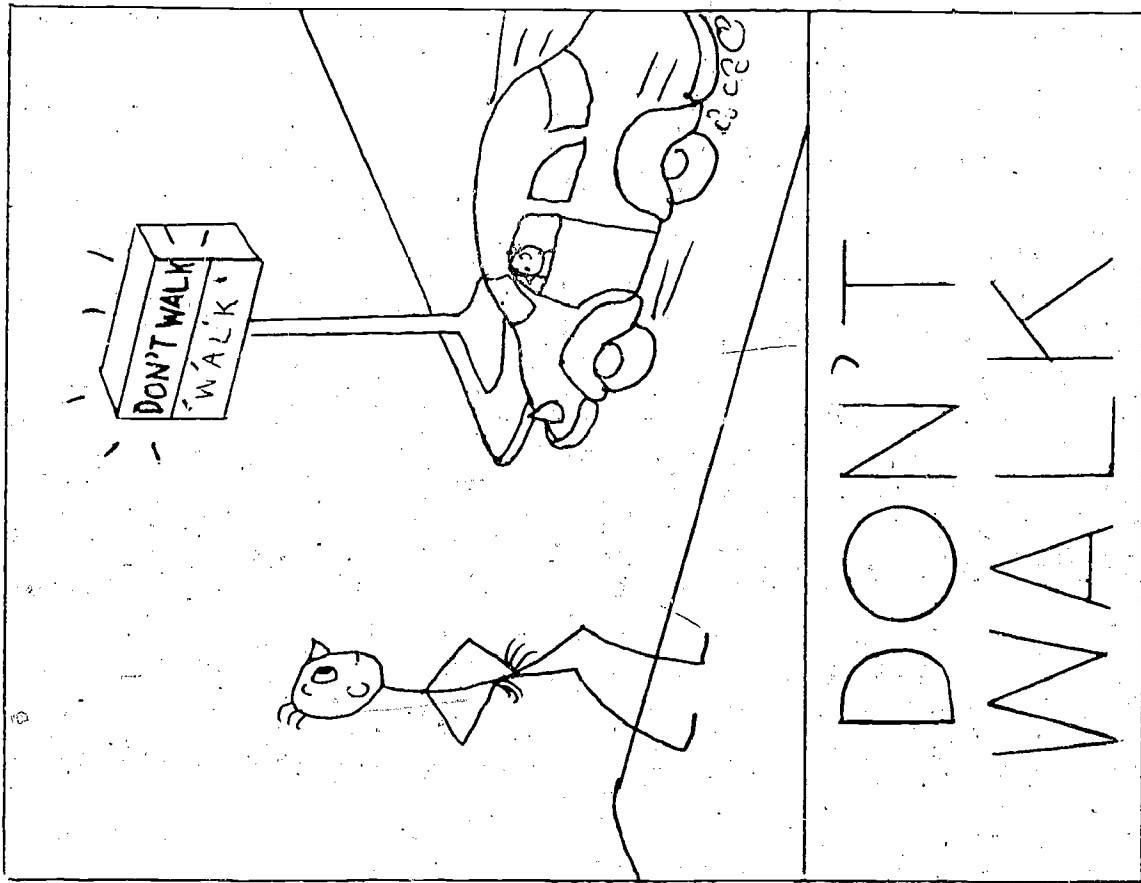


ELEVATOR

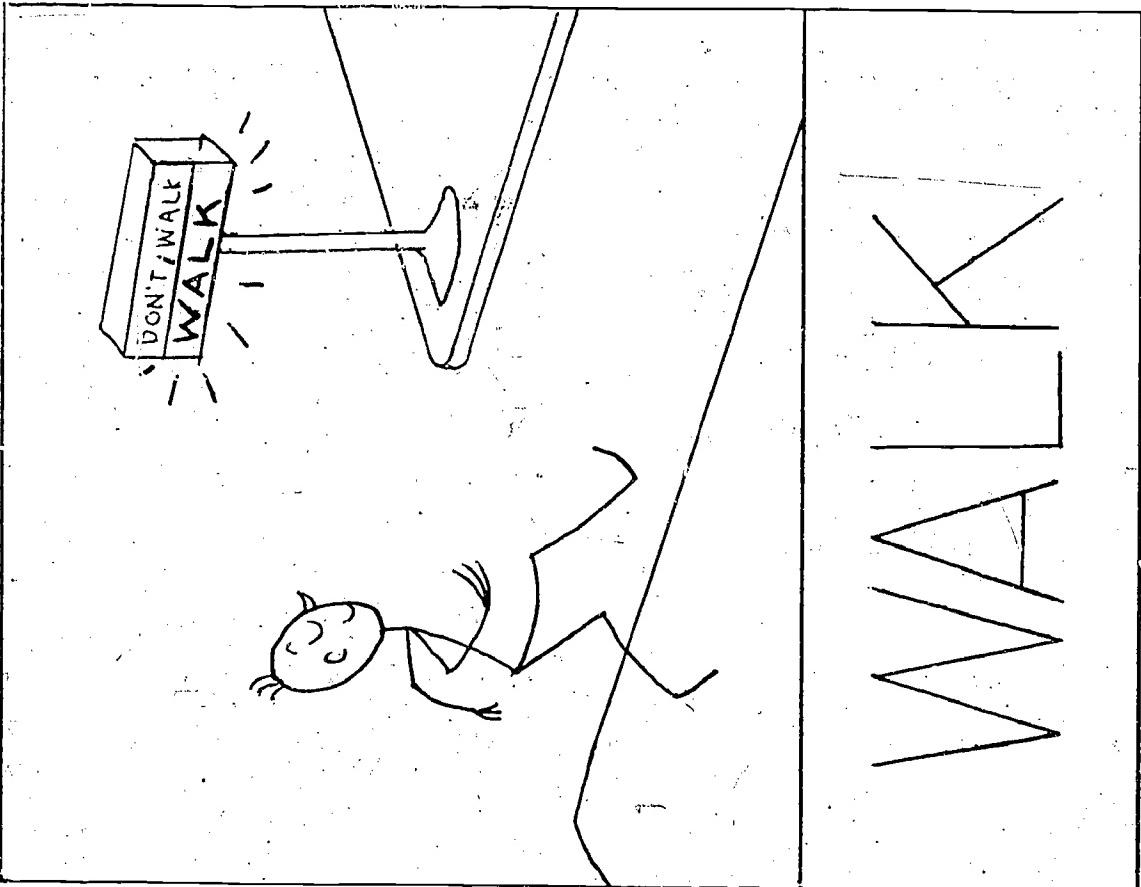
- STAIRS -



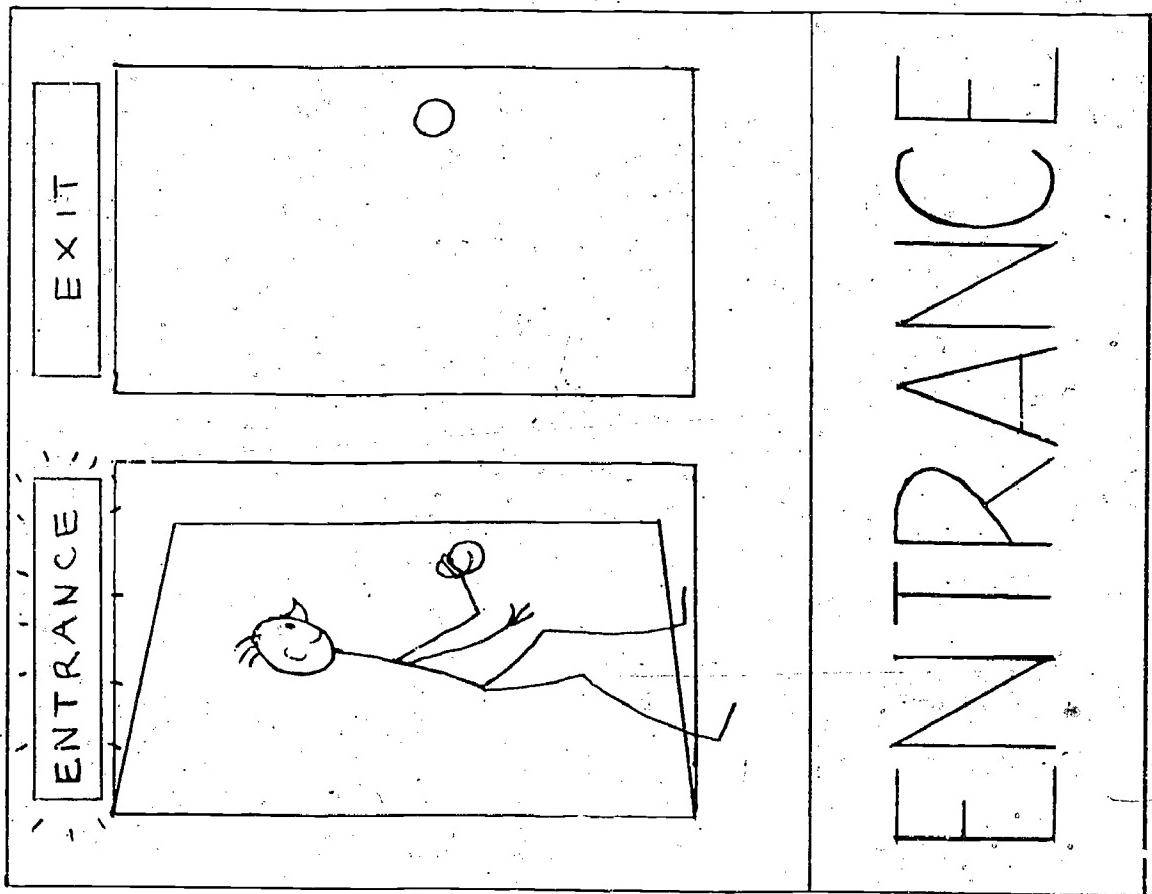
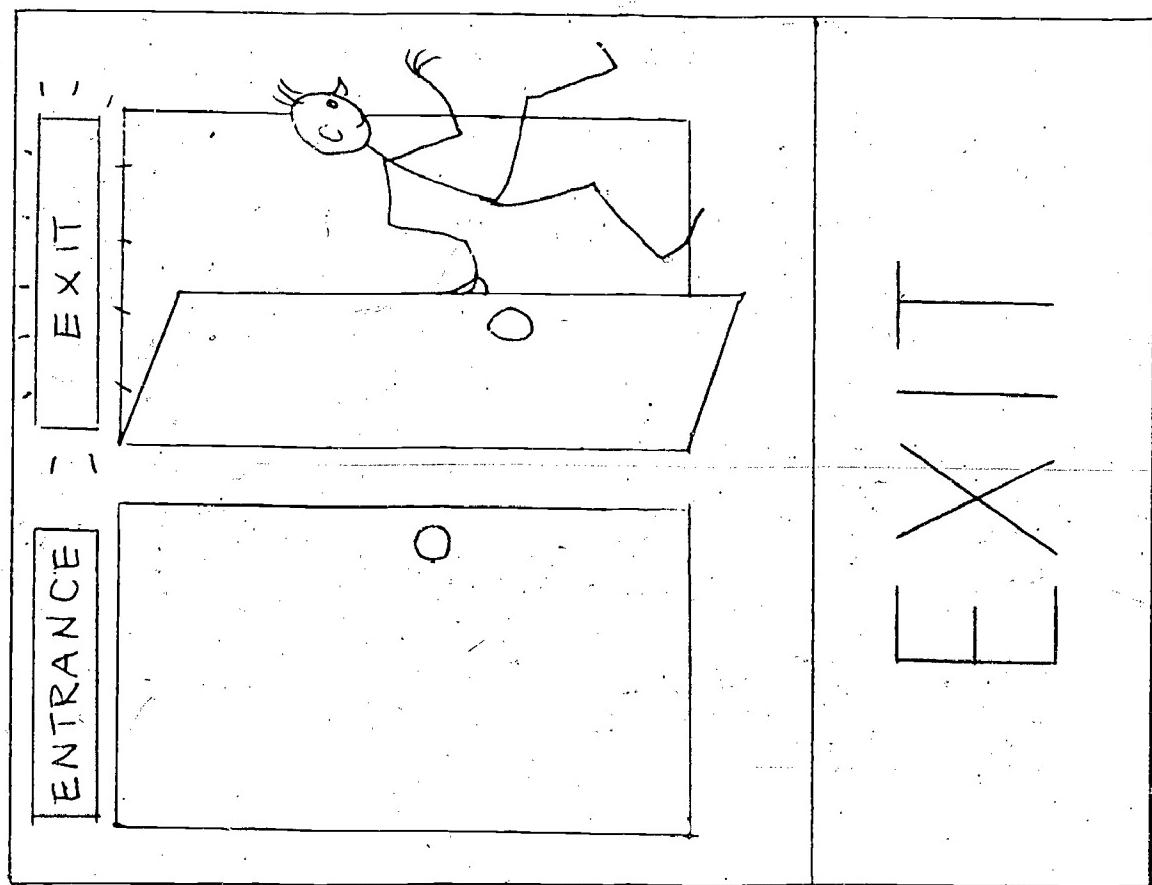
STAIRS

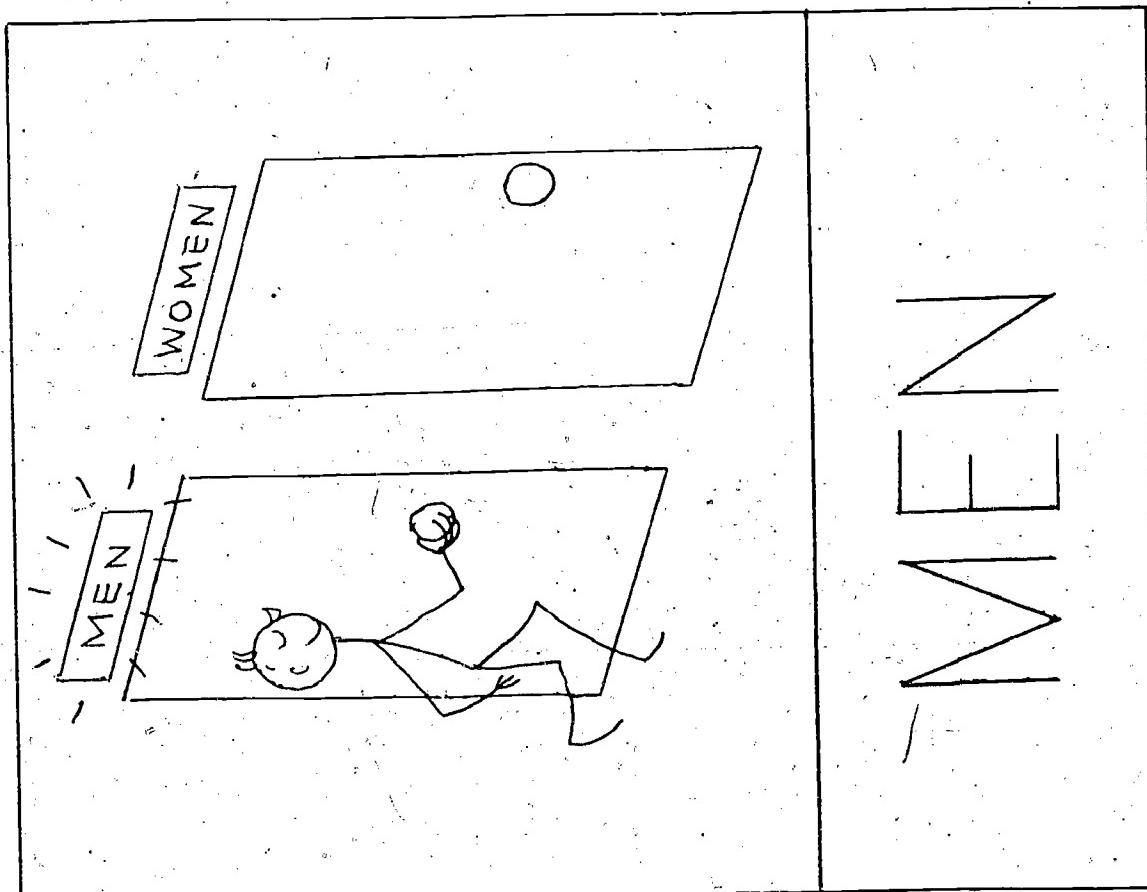
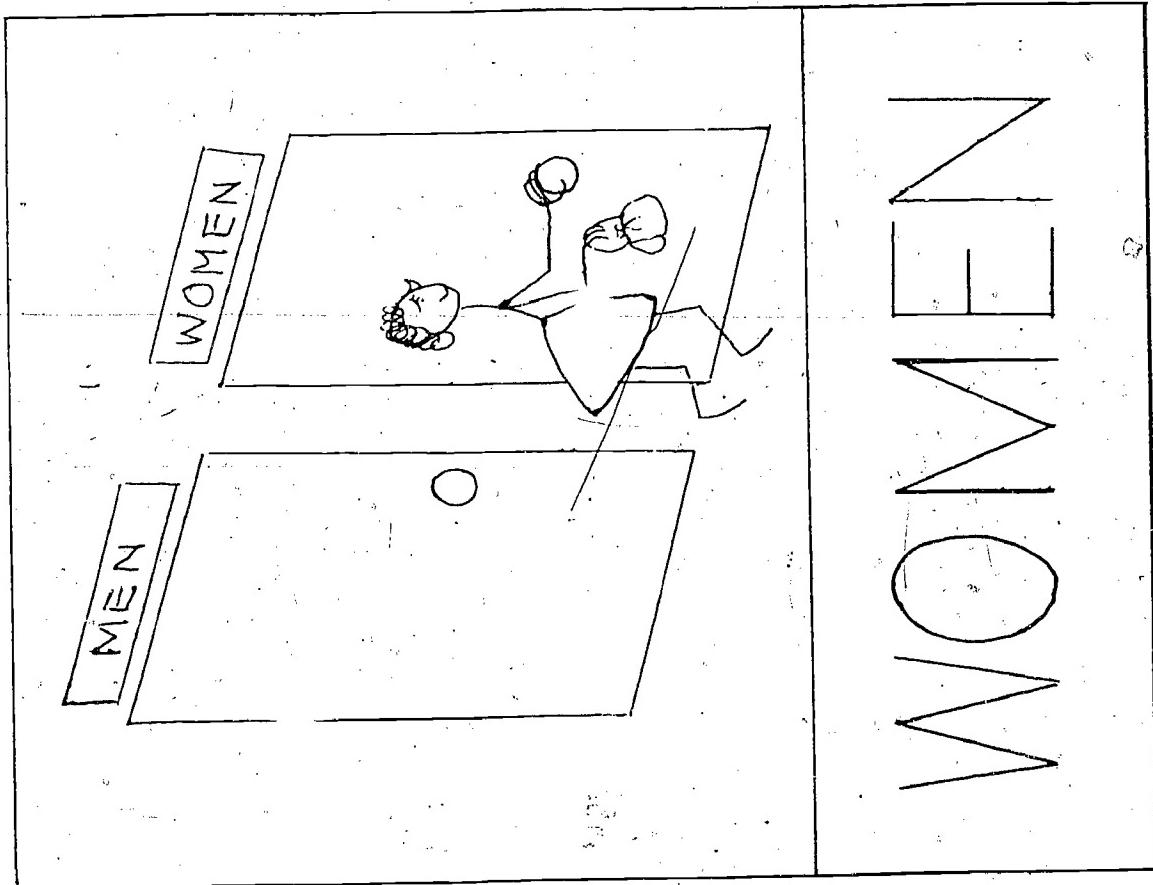


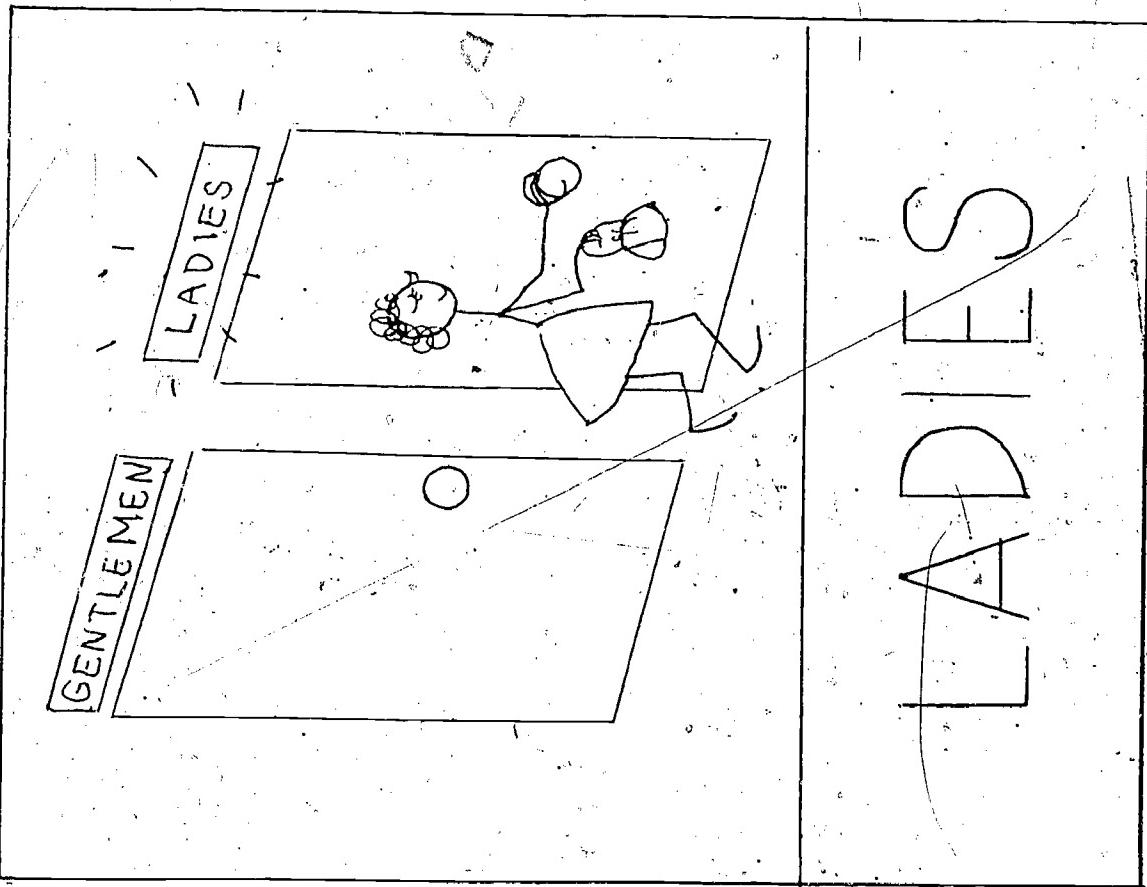
DON'T  
WALK



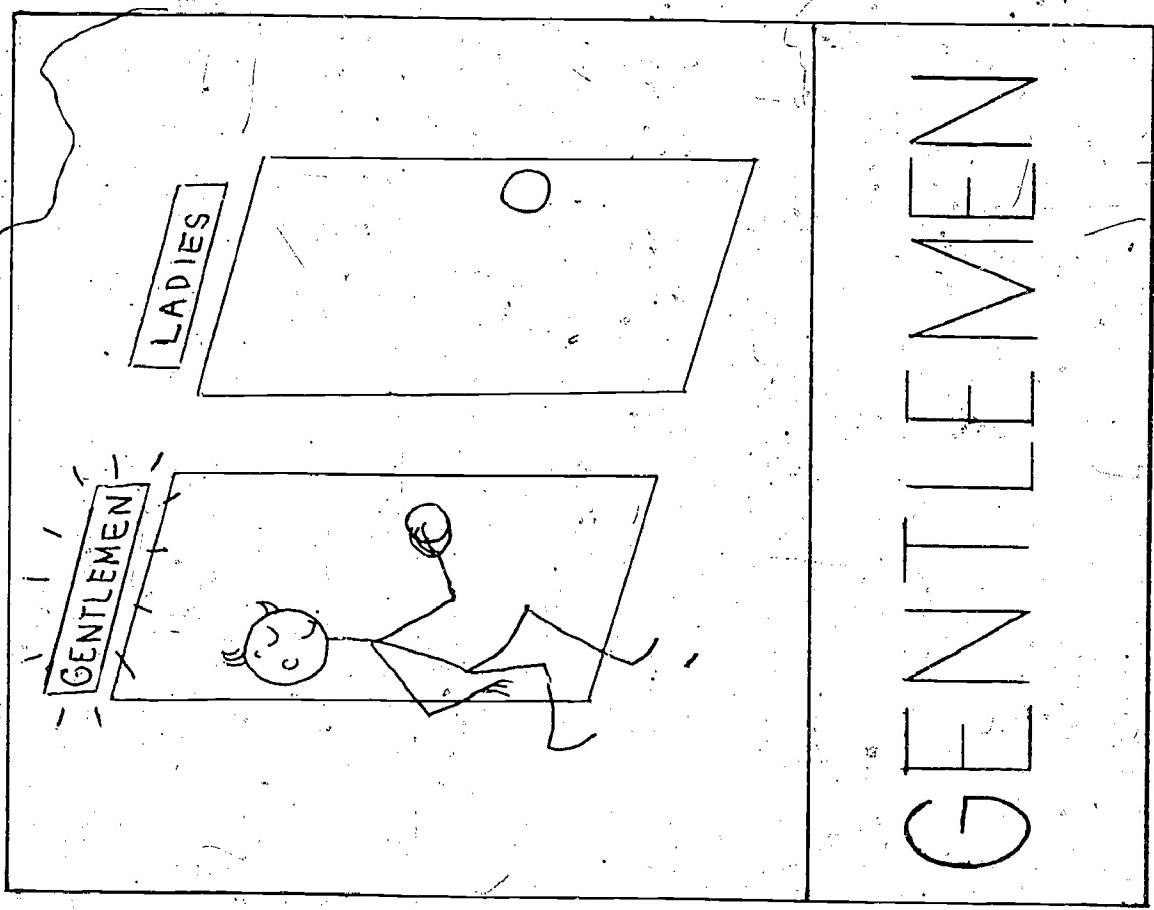
WALK

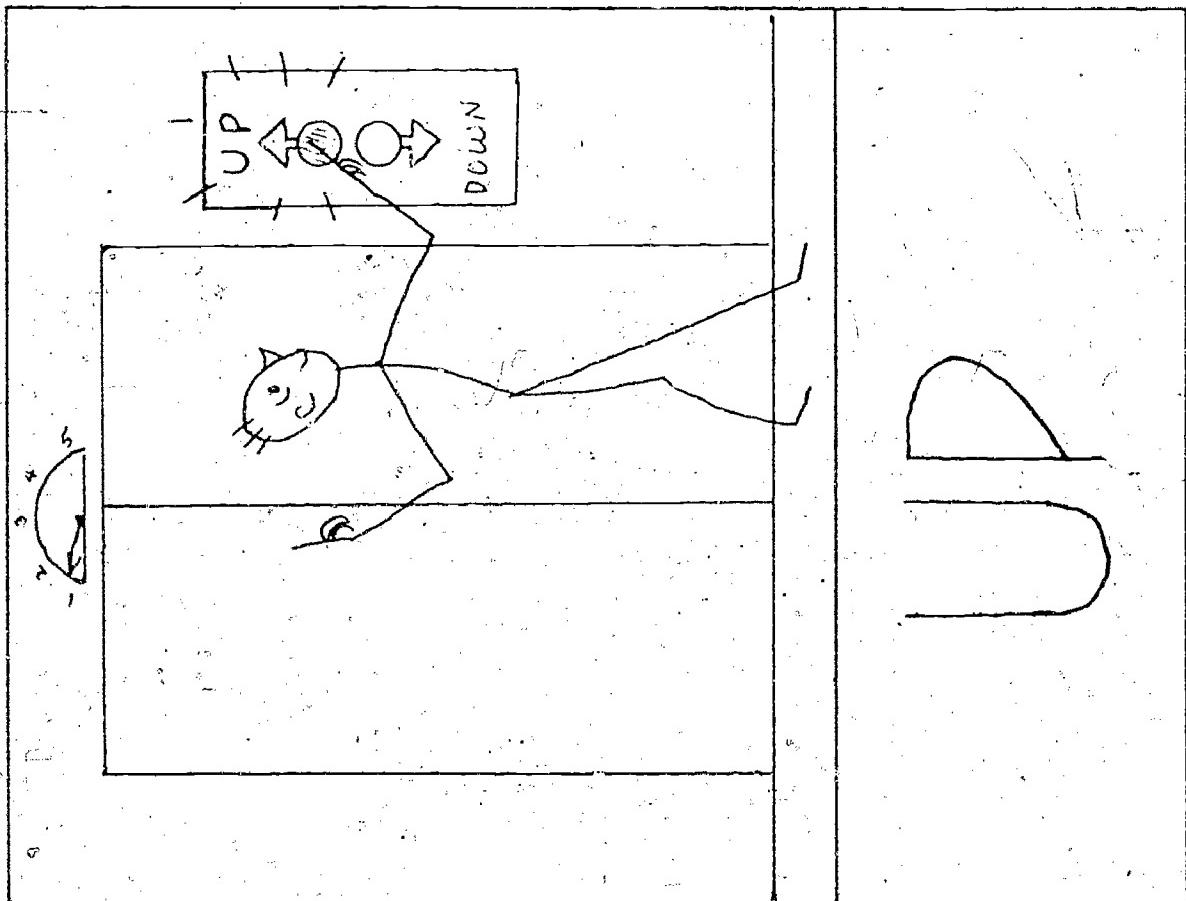
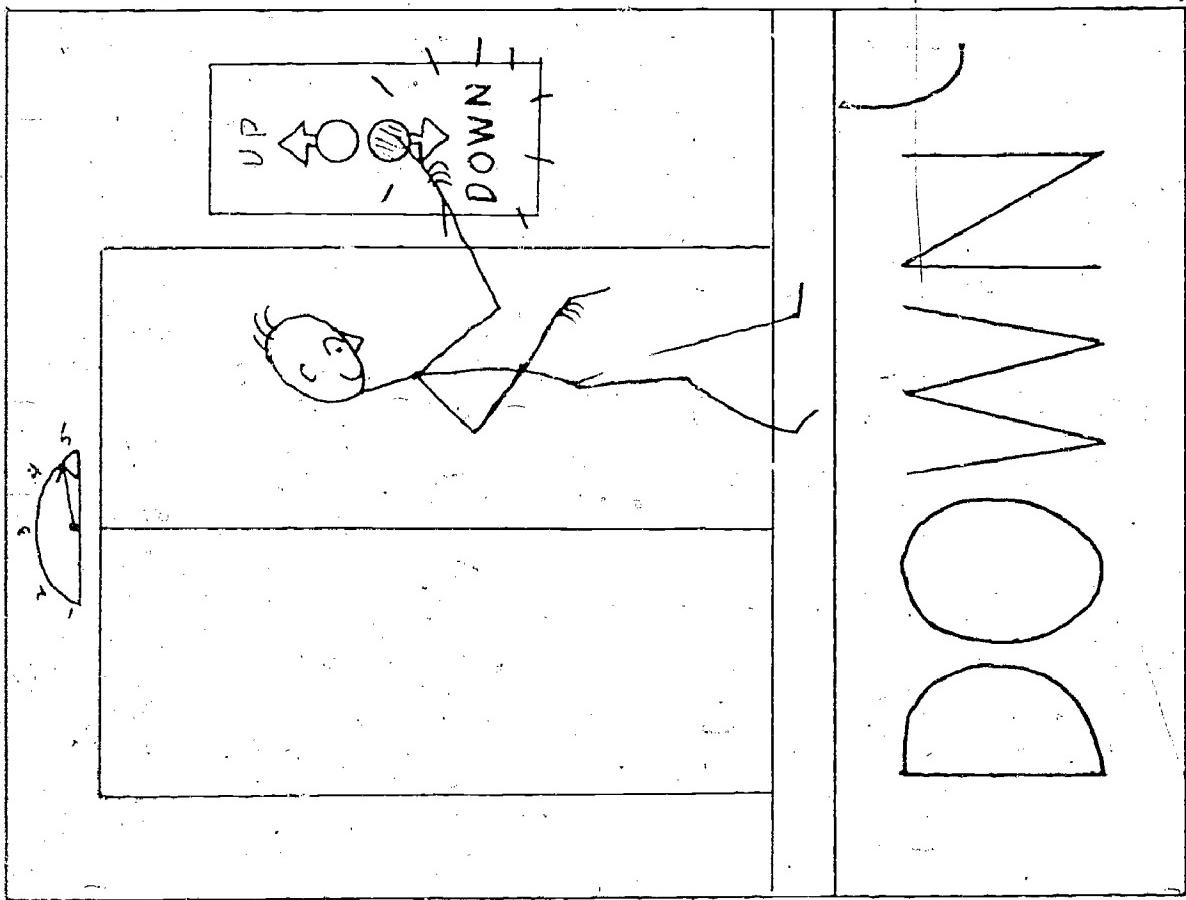


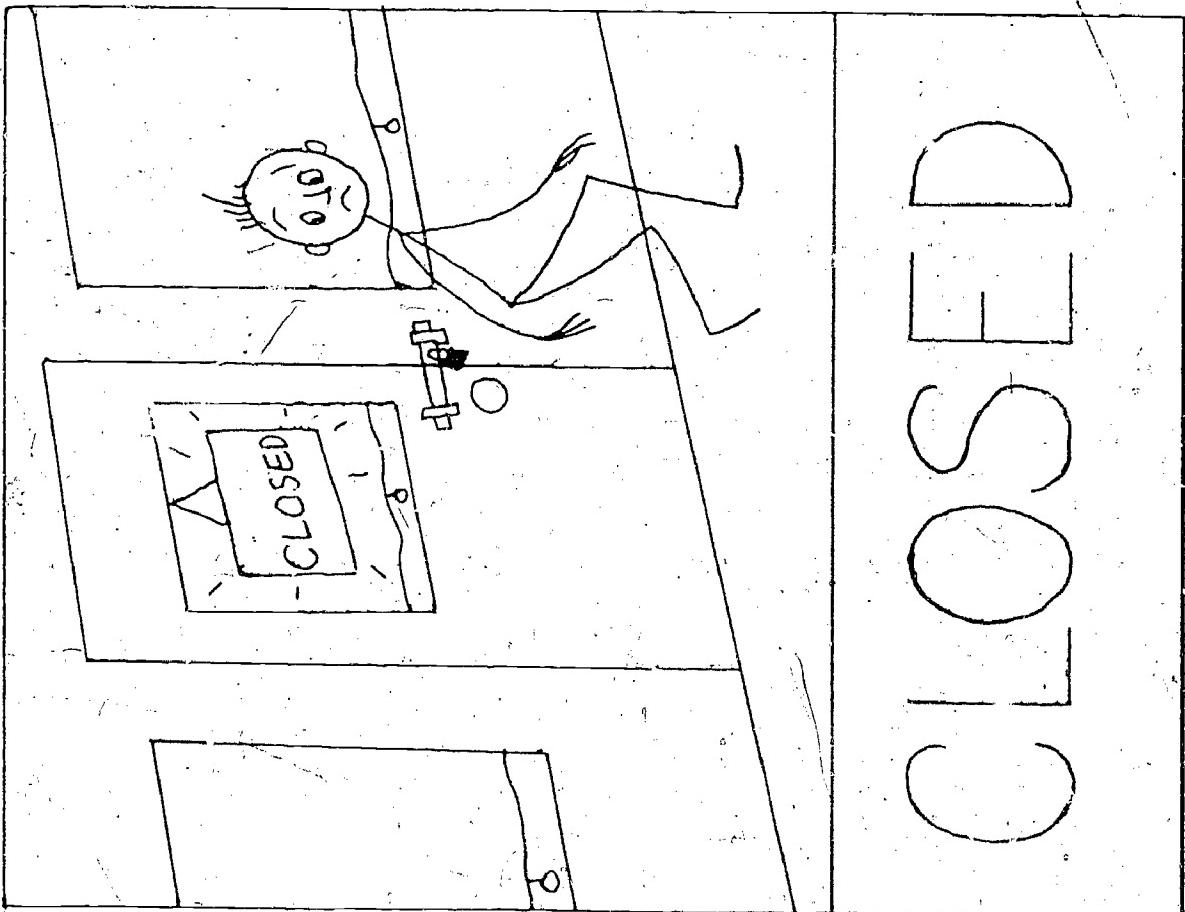
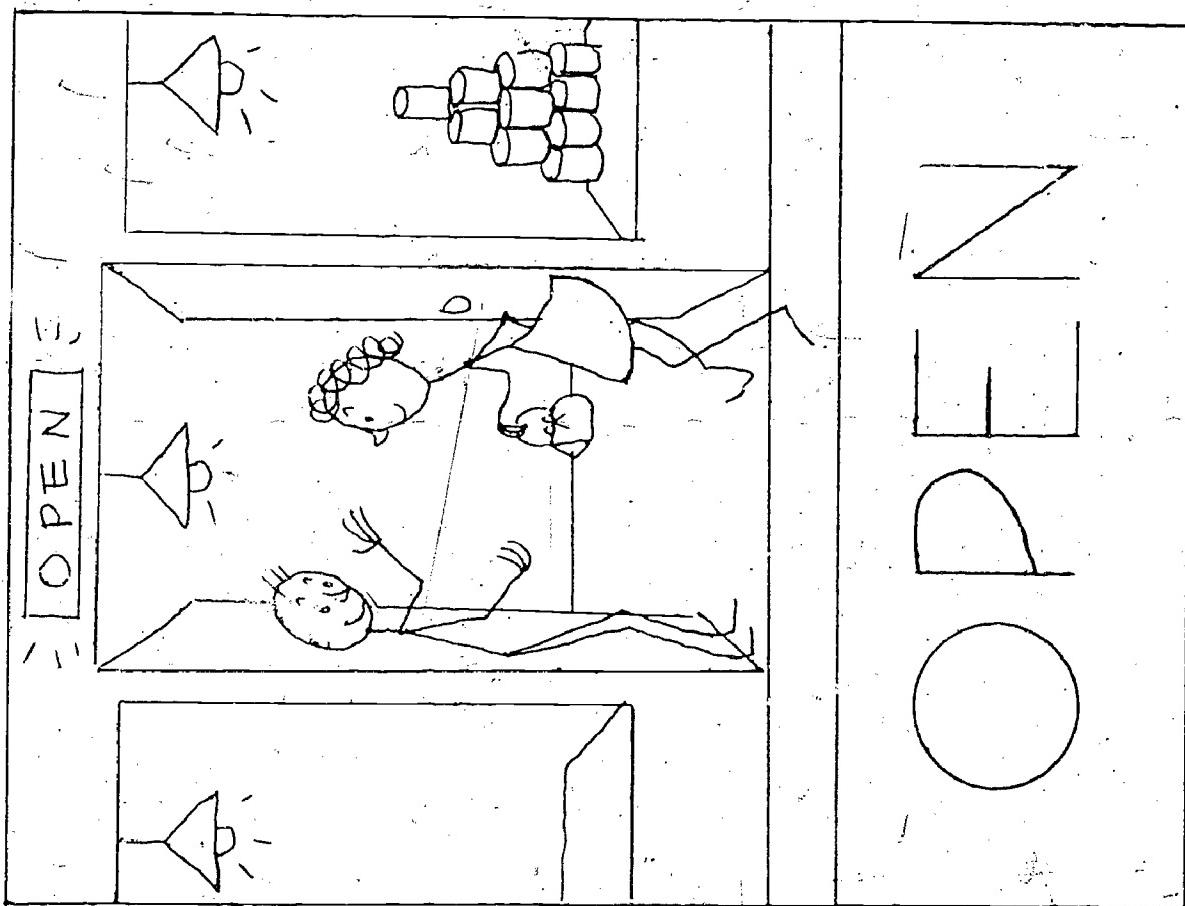


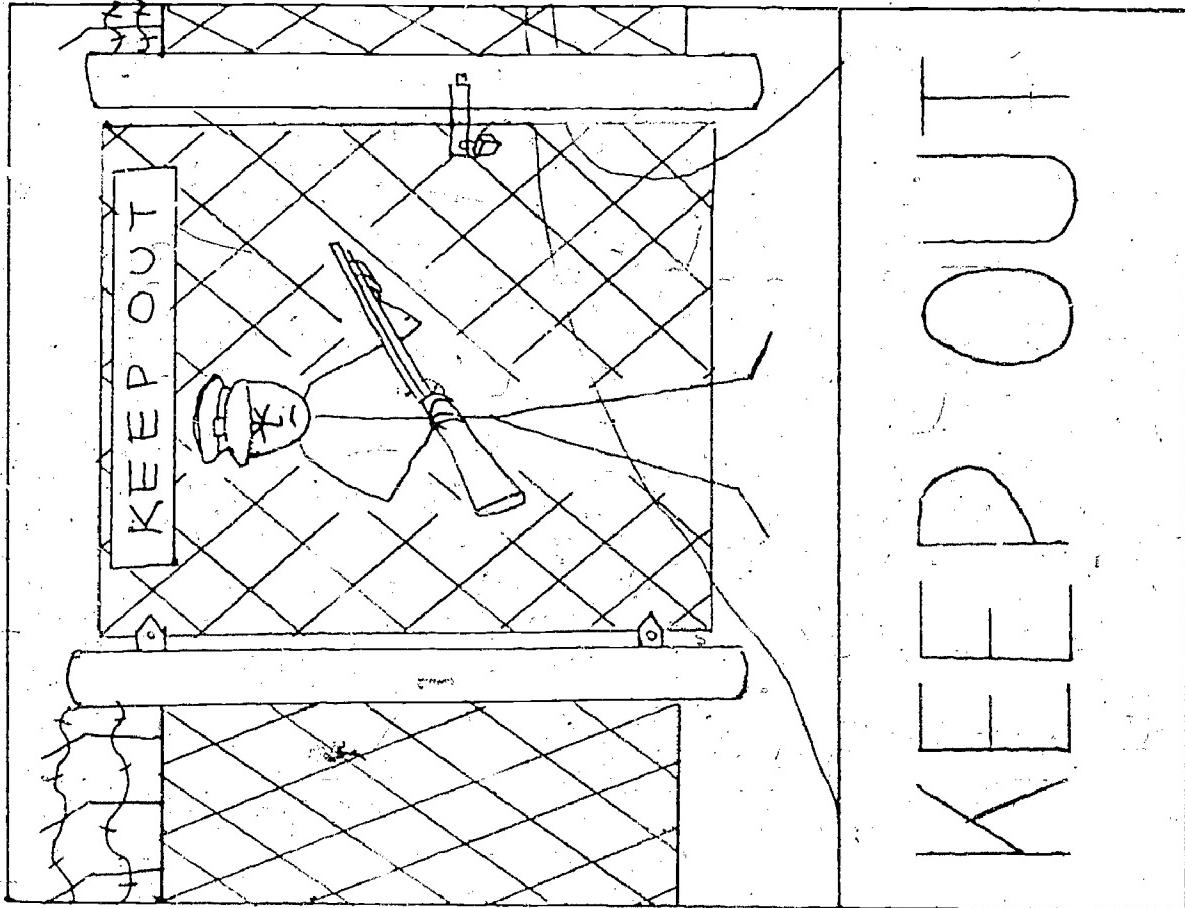
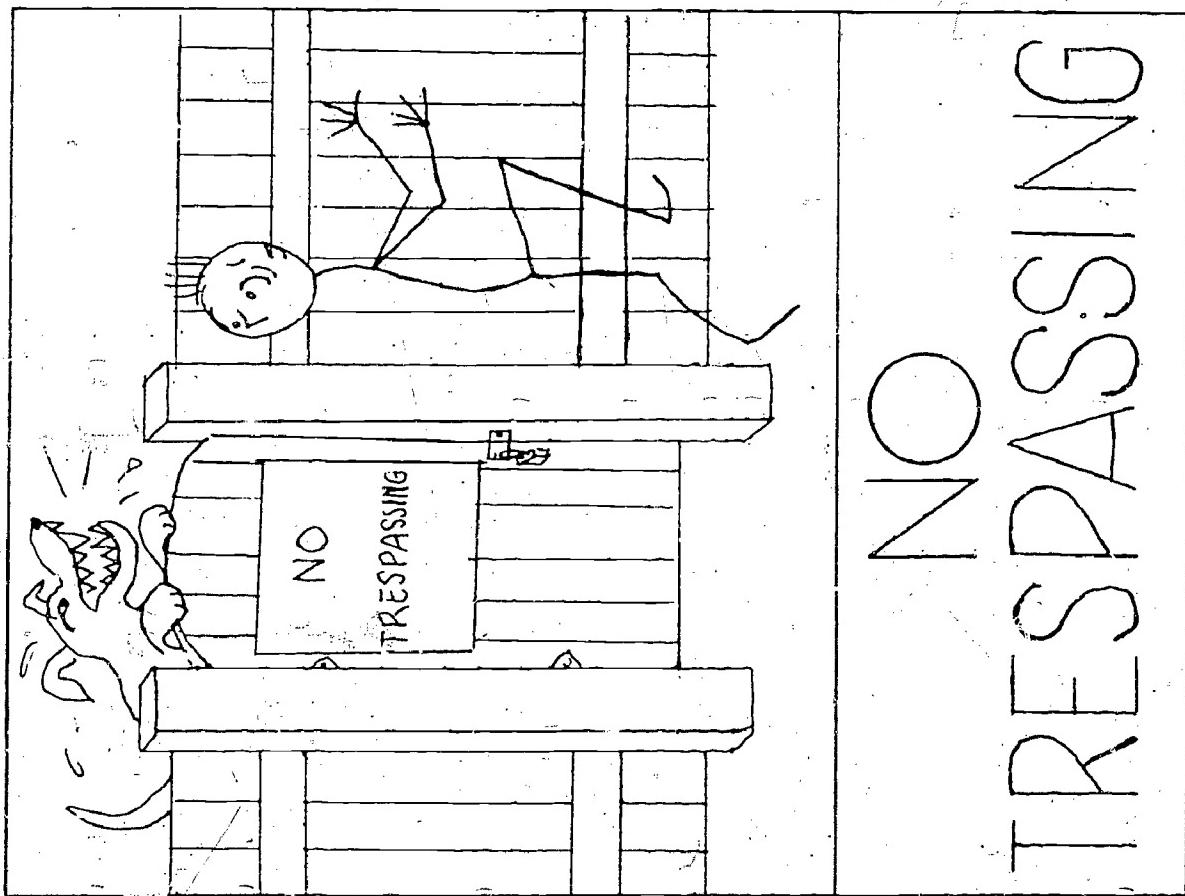


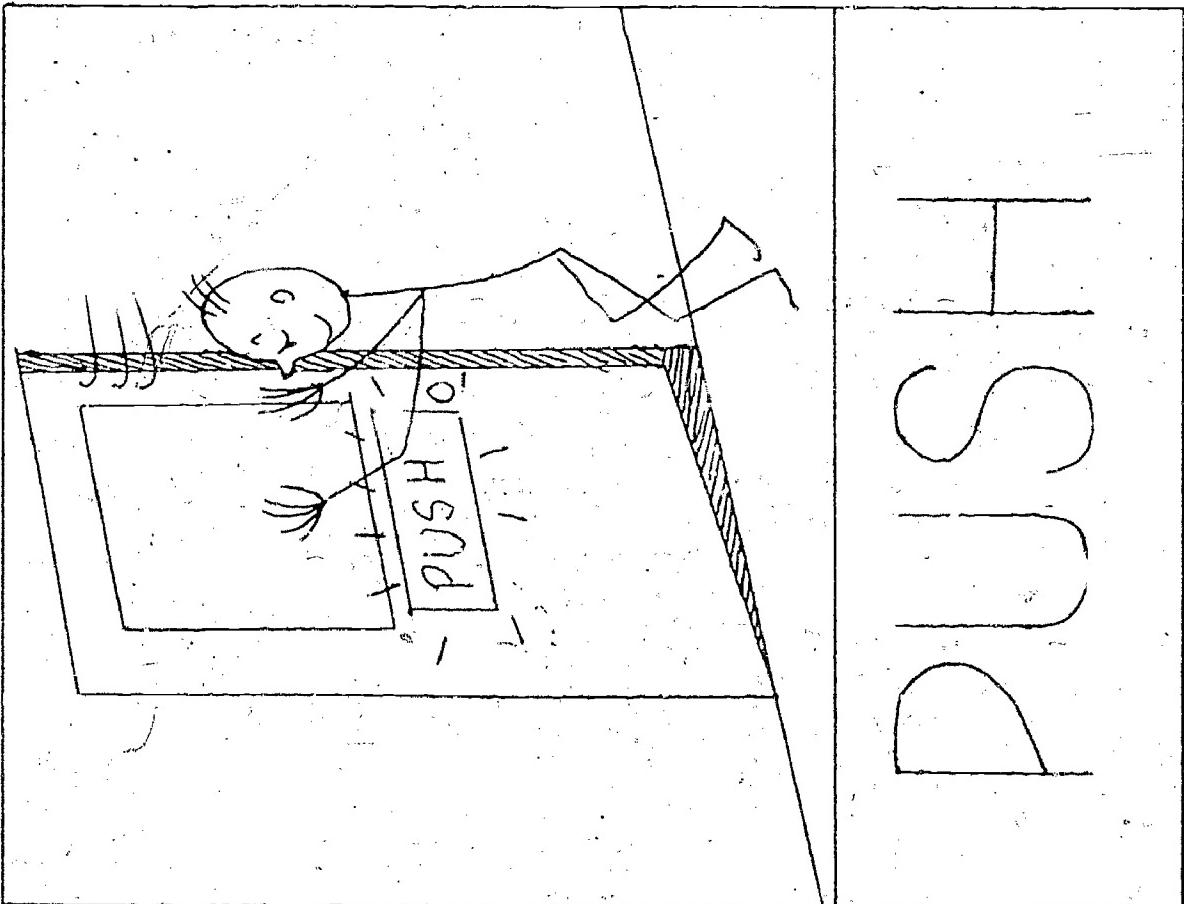
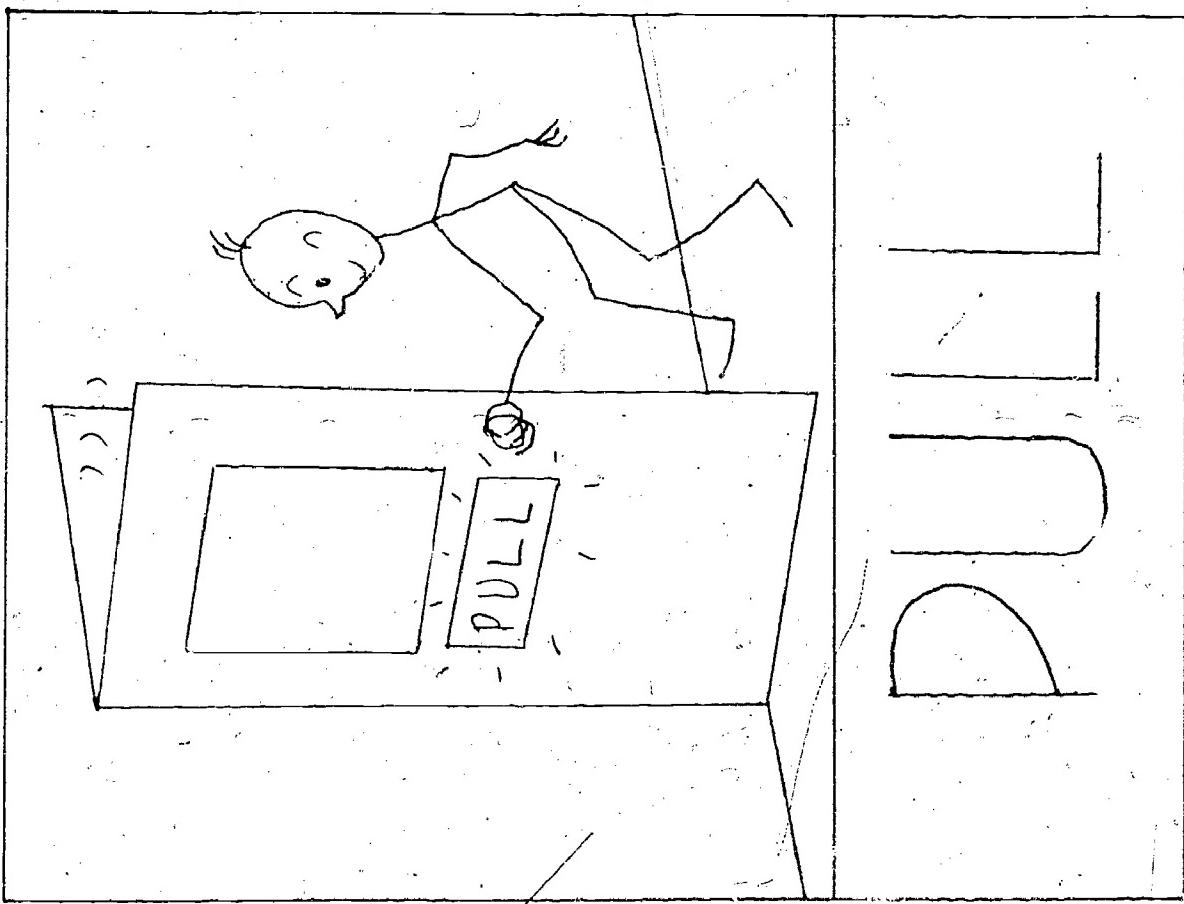
270

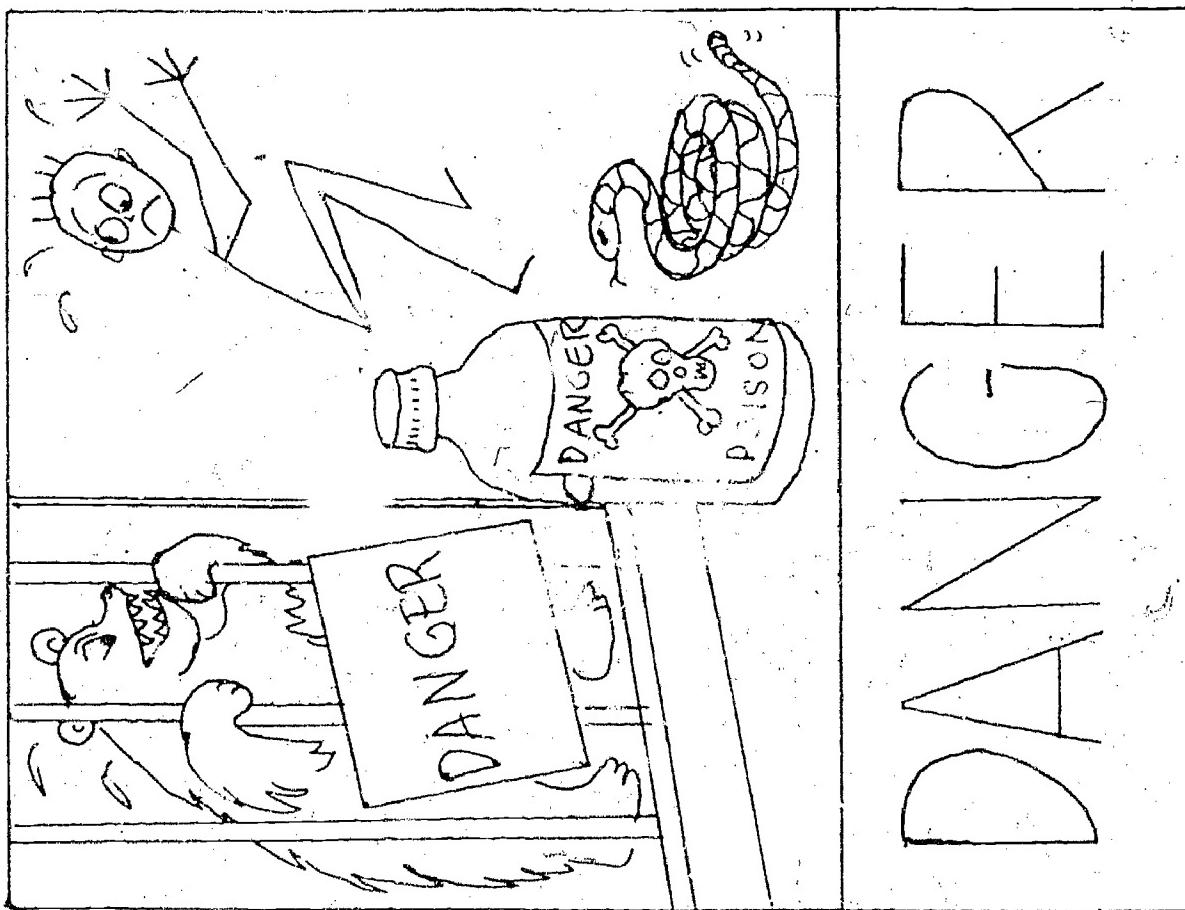
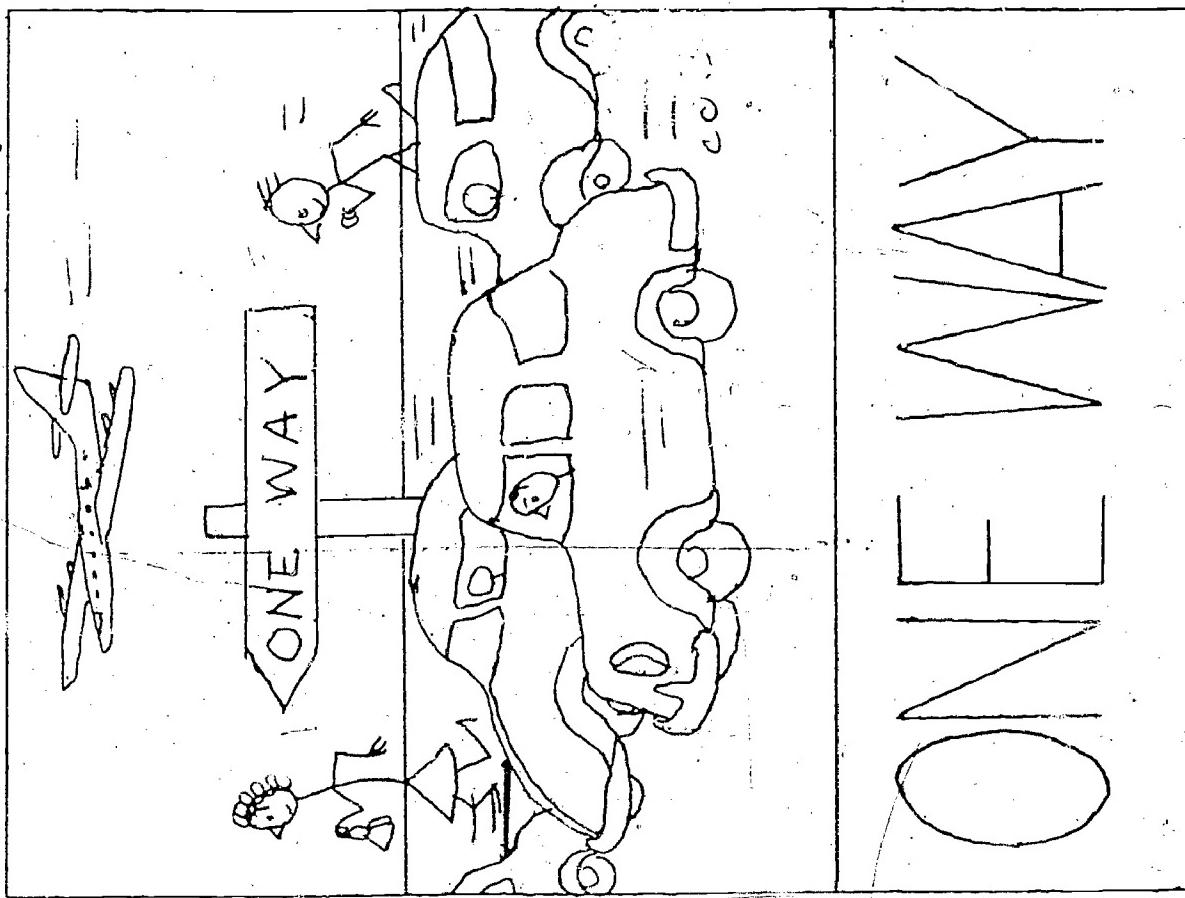


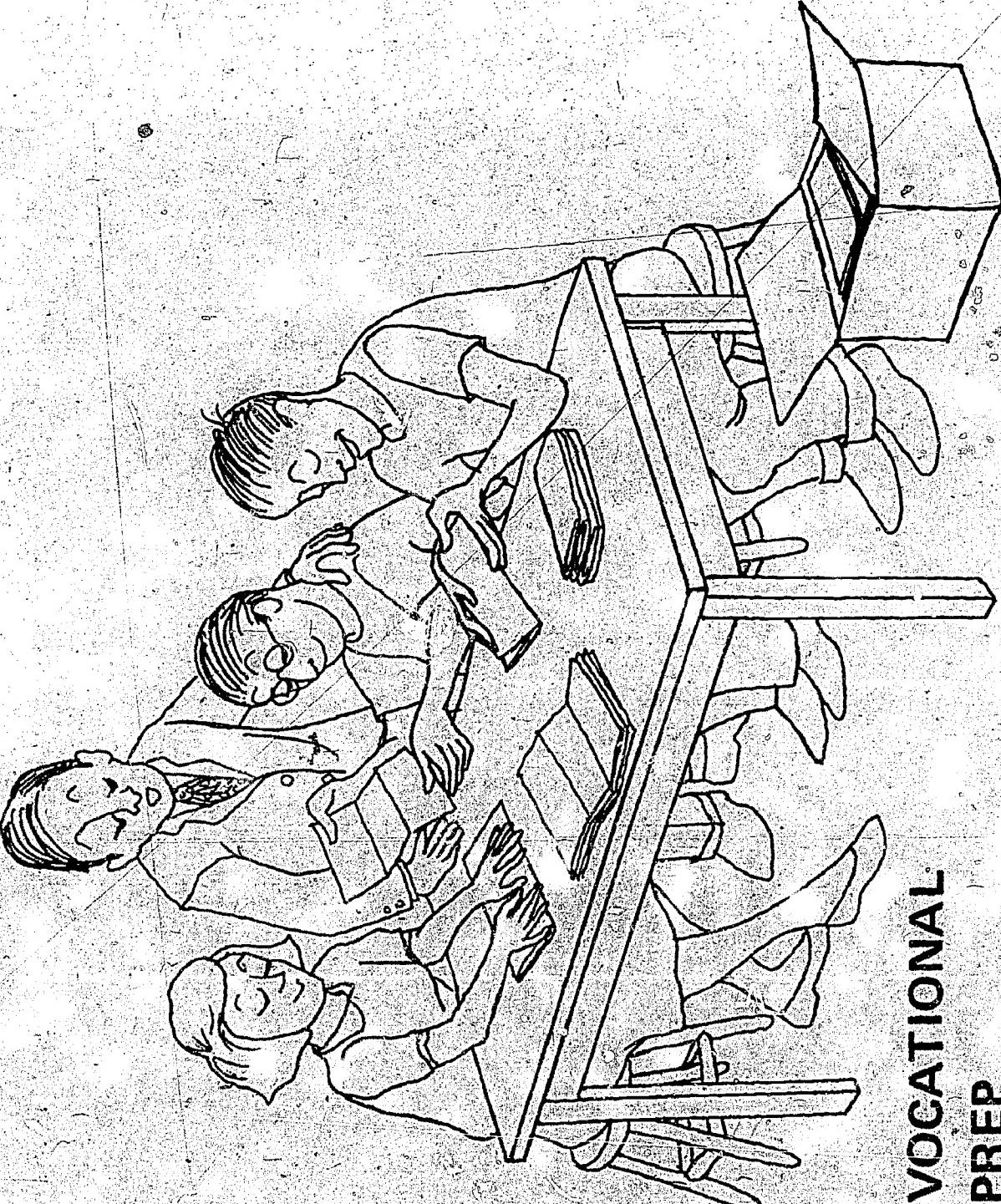












VOCATIONAL  
PREP

## VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule II). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule III). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMI student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMI program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

Area - All Skills  
Level - Vocational Prep

C. A. 17.0 to 21.0  
M. A. through 8.0

On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as a training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

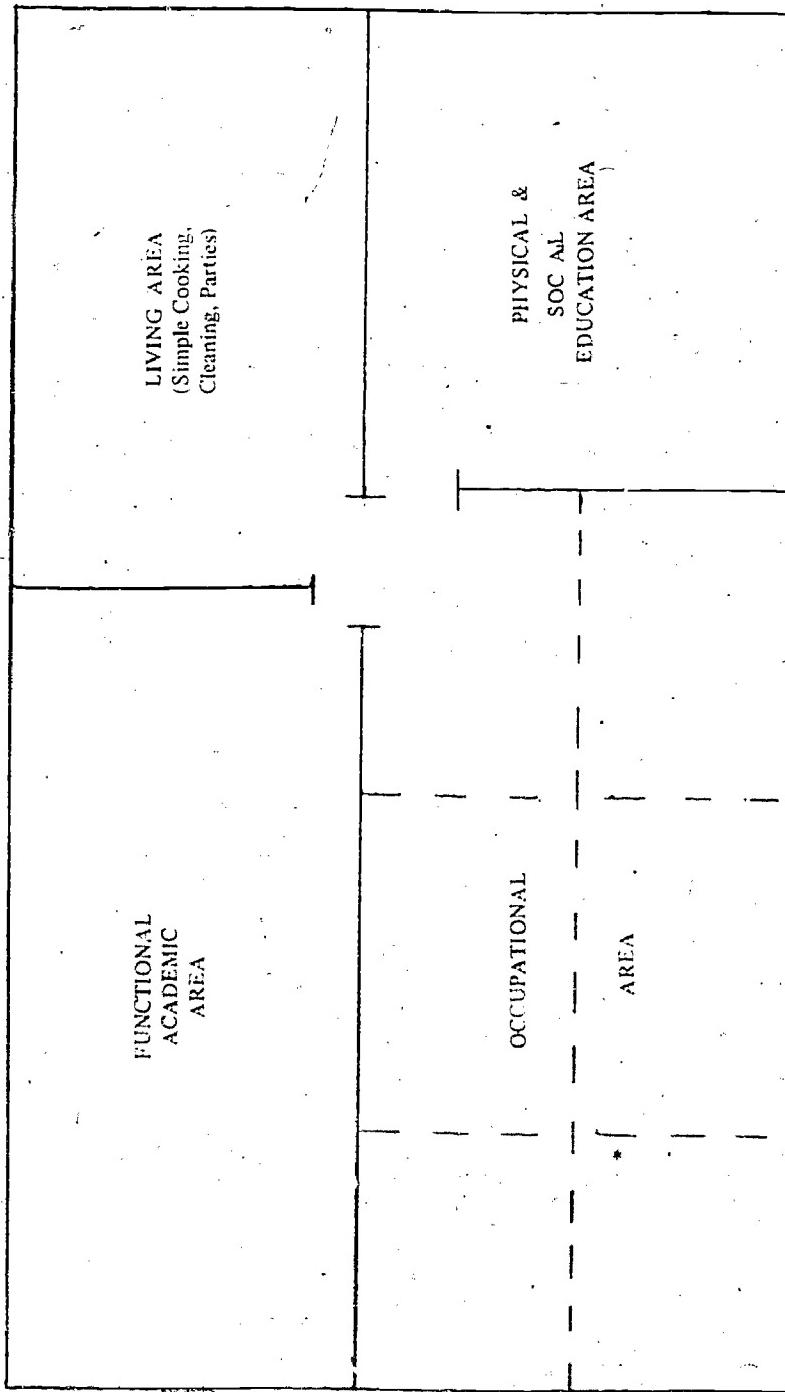
Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will participate in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER

SMALL TOWN FACILITY

REMODELING OF EXISTING SCHOOL FACILITIES FOR DAY USE  
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)

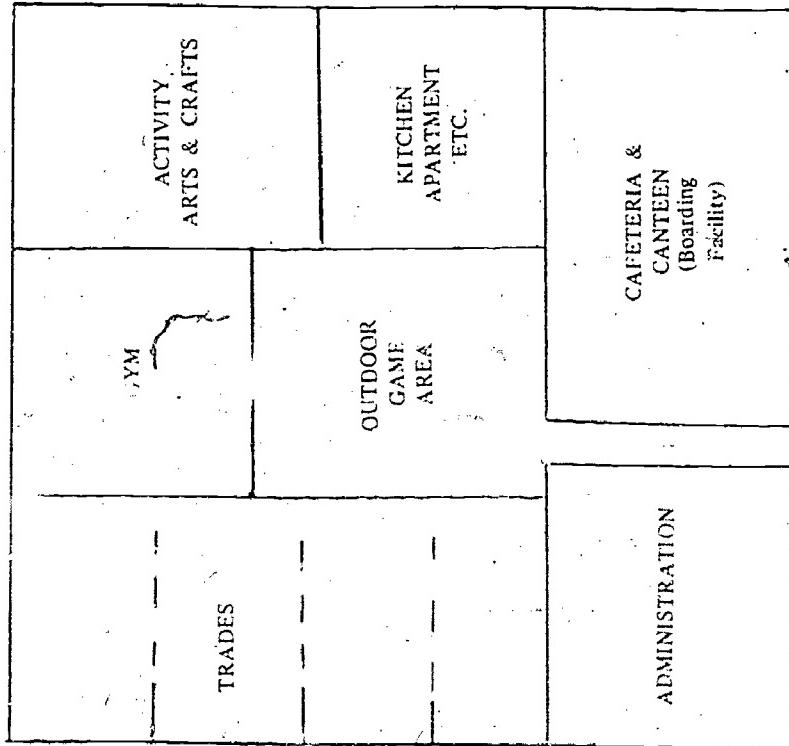


\* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

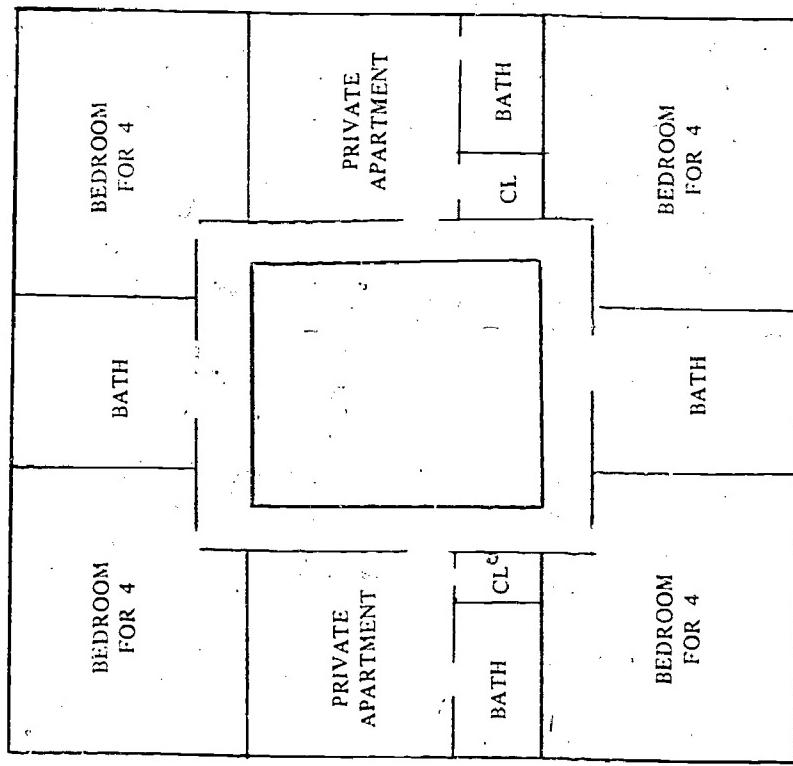
SUGGESTED STAFF:

FUNCTIONAL ACADEMICS TEACHER  
SHOP  
PHYSICAL EDUCATION  
HOME ECONOMICS  
PLUS AIDES AND STUDENT AIDES.

TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER  
 LARGE CITY FACILITY  
 WITH BOARDING ACCOMODATIONS



1st FLOOR



2nd FLOOR (Or more)

ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.

THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.

## PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

### SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

### SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

### SCHEDULE III

For those unable to work but able to participate in activities.

### SCHEDULE I

9:00 - 12:00	A. M. Program
12:00 - 1:00	Lunch
1:00 - 5:00	P. M. Program
9:00 - 9:15	Opening - discussion of plans for day
9:15 - 10:30	Functional Academics
	Reading and oral language development - relates to jobs, following directions, etc.
	Arithmetic - making change and other skills
10:30 - 10:45	Break
10:45 - 11:30	Perceptual motor skills
11:30 - 12:00	Social, self help skills
	Grooming
	Preparation for lunch, wash up, etc.
12:00 - 1:00	Lunch
	Recreation
1:00 - 4:15	Sign in or punch in at workshop
	Discuss work assignment

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### SCHEDULE I (CONT'D)

1:15 - 3:00 Work assignment under supervision  
    \* Shoe shining  
    \* Dishwashing  
    \* Laundry - washing, ironing  
    \* Cleaning  
    \* Nurse/NV yard work  
    \* Stuffing, sorting or other activities

:00 - 3:15 Break  
    Some may leave at this time if can't sustain full afternoon's work - to activity center or home

3:15 - 5:00 Continue same work assignment or be reassigned  
    If student is living at facility, supper would be served.

5:00 6:30 Later in the evening, planned recreation, TV, or other activity would be provided.

### SCHEDULE I

Punch in or sign in  
Get job assignment

9:15 - 10:30 Work

10:30 - 10:45 Break

10:45 - 12:00 Work

12:00 - 1:00 Lunch

1:00 - 3:00 Work (those assigned 6 hours, sign out and go to Activity Center)

3:00 - 3:15 Break

3:15 - 5:00 Work

## JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE II<sup>1</sup>

### Boarding Home Kitchen

- Set table
- Remove dishes from table
- Clean and scrub tables
- Prepare dishes for dish washer
- Operate dish washer
- Stack and put away dishes
- Stack trays
- Sort silverware
- Clean silverware
- Wash and put away cooking utensils
- Sort canned foods by pictures

### Boarding Home Laundry

- Sort clothes by color
- Sort clothes by type
- Load carts for washing machine
- Load washing machine
- Operate washing machine
- Unload washer into dryer
- Operate dryer
- Fold linens
- Iron flat pieces
- Put away linens
- Mend clothes

### Boarding Home Housework

- Make beds
- Sweep floors
- Run vacuum cleaner
- Dust furniture
- Wash windows
- Mop floors
- Wash woodwork
- Clean cabinets

### Boarding House Custodial

- Sweep floors
- Scrub floors
- Mop floors
- Wax floors
- Sweep porches and patios
- Empty waste baskets
- Empty garbage cans
- Clean bathrooms

### Boarding Home Miscellaneous

- Shine shoes
- Manicure nails
- Shampoo and set hair
- Wash ears
- Child
- Help students dress

### Boarding House and Sheltered Workshop

#### Yard and Nursery

- Rake leaves
- Pick up trash
- Shovel snow from walks
- Rake lawn
- Fertilize lawn and shrubs
- Mow lawn with hand mower
- Water lawn
- Water flowers, shrubs, trees
- Maintain small garden
- Help with greenhouse work

### Sheltered Workshop Jobs

- Contract jobs which require:
- Packaging
- Folding
- Collating
- Assembling kits
- Stacking
- Sorting
- Stapling
- Matching

<sup>1</sup> See Pre-Vocational Level Economic Usefulness Skill Area

**SPECIFIED EQUIPMENT AND MATERIALS FOR JOB TRAINING FOR SCHEDULES I AND II**

<u>Living Room Area</u>	chair couch coffee table end table lamps television	sewing machine assorted needles assorted threads thimbles scissors ironing board steam iron	desk chairs file cabinet telephone	wash basin bathtub with shower toilet mirror storage closet scale full length mirror	water hose and/or sprinkler rake hoe gardening tools hand lawn mower spade greenhouse with necessary equipment wheel barrow	washer dryer iron ironing board laundry carts
<u>Sewing Area</u>						
<u>Dining Room Area</u>		table chairs linens or mats dishes silverware				
<u>Bedroom Area</u>	bed bedside table dresser chair linens blankets lamp	storage shelves for dishes and silverware				
<u>Kitchen Area</u>	stove refrigerator cooking utensils dish washer or sink for washing dishes cup board cooking table counter space					
<u>Bathroom Area</u>						
<u>Shop Area</u>			work bench tool cabinet assorted tools individual tool boxes power tools (at teacher's discretion) painting equipment exhaust fan storage cabinet			
<u>Conference Area</u>						
<u>Shoe Shine Area</u>		chair equipped for shining shoes cloths or buffers for polishing shoes shoe polish shoe brush				
<u>Other Areas</u>			time clock rack for time cards bulletin boards chalk boards individual lockers storage cabinets			
			storage cabinets for A. V. equipment workshop telephone public address system			

**STOCKTON UNIFIED SCHOOL DISTRICT 1**  
 Pupil Personnel Services Department  
 Special Education Office

**CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP**

NAME \_\_\_\_\_  
 CODE \_\_\_\_\_  
 0 = Never or rarely  
 1 = Sometimes or occasionally  
 2 = Usually or often  
 3 = Almost always or always  
 4 = To be used when item does not apply or  
 the evaluator is unable to determine

ITEM	ACTIVITY	REMARKS			
		0	1	2	3
1.	Carry solid objects				
2.	Carry fluid in open container				
3.	Carry as part of a team				
4.	Over changing surfaces	(a) stairs			
		(b) inclines			
		(c) rough surfaces			
5.	Even with comfort				
6.	On rough surfaces				
7.	On heights				
8.	To lift from table height	(a) light objects			
		(b) heavy objects			
9.	To lift from bench height	(a) light objects			
		(b) heavy objects			
10.	To lift from floor	(a) light objects			
		(b) heavy objects			
11.	To reach	(a) forward			
		(b) sideways			
		(c) backwards			
		(d) downwards			
		(e) upwards			
12.	To grasp small objects	(a) thin			
		(b) bulky			
		(c) flat			
		(d) upright			
13.	To grasp large objects	(a) thin			
		(b) bulky			
		(c) flat			
		(d) upright			
14.	To grasp solid objects				
15.	To grasp pliable objects				

1. Stockton Unified School District Curriculum Guide for Translable Mental Retardation  
 Curriculum Bulletin No. 122 pp. 121-129. Reproduced by permission of the publisher.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

The child will be able to:  
 recognize some pieces of money

(Review money vocabulary at beginning of Functional Money Area.)  
 Set up a play store. Using real money, buy a can of food. Locate the price stamped on the can. Tell the student what pieces of money he will need to buy the can. Help him find the correct pieces of money.

Cut pictures of articles you would like for Christmas or birthday presents. Decide which one would cost more and why. Find pieces of money needed to pay for it. Bring price tags from home showing cost of some article. Help the students find the right pieces of money to pay for the article. Place several pieces of money on the table. Ask one student to find a penny or all the pennies. (This may be an individual exercise or group activity with students divided into two groups.)

Identify pieces of money by name.  
 Discuss cost of school lunch. Put several coins out. Help the child find the right ones to pay for his lunch.

play simple money games

Money Game: Put five pennies and a nickel on the table. Make flash cards for numbers 1-5. Hold up the card with one on it and ask him to find that many pennies. When the number 5 is used, explain that a nickel is the same as five pennies.  
 Sort coins.  
 Match coins.  
 Match real coins with pictures of coins.

Set up a mock bus. Go for a ride and pay the driver the fare. Take a bus trip about the city. Bring the correct fare and pay the driver.

Number Game: Who can find the quarter, biggest piece of money, the green piece of money, the smallest piece, etc. Introduce the \$ mark and the ¢ sign. Find price tags and food cans with either on them. Visit a grocery store. Ask the manager to show how prices are put on cans and why they are necessary.

make very simple change with help

Note: Make the student aware that everything in a store costs money  
 Play store with stamped food cans

Catalogs  
 Magazines  
 Scissors  
 Price tags  
 Real money

Real money

Catalogs  
 Magazines  
 Scissors  
 Price tags  
 Real money

Real money

Catalogs  
 Magazines  
 Scissors  
 Price tags  
 Food cans  
 Field trip to grocery store

Real money

Catalogs  
 Magazines  
 Scissors  
 Price tags  
 Food cans  
 Field trip to grocery store

Movie  
 Cold drink mix  
 Popcorn

Behavioral ObjectivesActivitiesInstructional Aids and Materials

the cold drink mix for 1¢ per glass. Help the students make their own change.

Butter  
Hot plate and skillet  
Sacks  
Glasses or cups

make inexpensive objects  
and sell in playstore with  
supervision

Make simple inexpensive objects, pot holders on looms, painted rocks, etc. Set up a store and invite parents and other school children to your room to buy the articles. (Teacher will supervise the money.) When the sale is over, count the money and put in a savings bank. If over \$5 is collected, take a field trip to a local bank and open a savings account.

operate some machines  
with money

Plan a field trip to a shopping center which has a washeteria, post office and store with pop machine. Let each student put in correct change to buy pop. Show him how to operate the machine.

solve some simple everyday  
money problems

Pretend he has lost his bus money and cannot get home. Decide what to do. Pretend he has lost the address where he is going to work and he has no money for a telephone call. Decide what to do. Someone has taken his sack lunch or lunch money and he does not have anything to eat. Decide what to do.

Go to the store to buy candy. Select candy for the students which will cost more money than they have. Decide what to do, whether to buy cheaper candy or something else to eat.

The place where you work has a coffee break and you do not have money to spend every day. Decide what you can bring from home so you will have something to drink, buy soft drink and bring it in a vacuum bottle or buy pop by the case, etc.

Trip to store

Field trip to shopping center with a washeteria,  
stamp machine, pop machine

Pot holders, painted rocks, other articles to sell

Piggy bank  
Field trip to local bank

Field trip to shopping center with a washeteria,  
stamp machine, pop machine

Trip to store

**FUNCTIONAL ACADEMICS**  
**SUGGESTED MATERIALS AND EQUIPMENT**

Developmental Learning Materials

3505 North Ashland Avenue  
Chicago, Illinois 60657

- Clear plastic stencils
- Superboard lacing cards with laces
- Three sided pencils
- Color cued control paper
- Auditory tape of familiar sounds
- Parquetry Inset boards (shapes)
- Dot to Dot pattern sheets
- Tracing designs
- Tracing paper
- Pre-writing design cards
- Parquetry designs (large and small in six primary colors)

Ideal School Supply

Oak Lawn, Illinois 60453

- Stencils for tracing (Geometric shapes, Transportation, Seasons, Animals)
- Form boards (size, pos, size, animals)
- Building bead patterns
- Jumbo pegboard and pegs
- Large colored beads and laces

Milton Bradley

Springfield, Massachusetts 01101

- Large dominoes (pictures on one side, numbers on the other)
- Educational thermometer
- Individual thermometers

Community Playthings

Rifton, New York 12471

- Giant size dominoes (through double 6's)

Judy Company

310 North 2nd Street  
Minneapolis, Minnesota 55401

- Puzzles (3 to 24 pieces)
- See-Queen Story Boards
- Community Helpers (life-size figures)
- The Family
- Calendar
- Primary clock
- Mini clock

Stanwick House

3020 Charters Avenue  
Pittsburgh, Pennsylvania 15204

- Safety Workbooks I and II

American Guidance Services, Inc.

Publishers Building  
Circle Pines, Minnesota 55014  
Peabody Developmental Kit, Level P

Teaching Resources Inc.

334 Boylston Street  
Boston, Massachusetts 02116

- Geometric Shapes in color
- Association cards
- Concept clock in color

Instructo Corporation

Paoli, Pennsylvania 19301

- Kinesthetic numeral cards and counting discs

R. H. Stone Products

18279 Livermois  
Detroit, Michigan 48221

- Lace-up boat

- Matchettes (color)
- Number-ite
- Fit a Shape
- Fit a Space
- Feel Match (texture)
- Feel Match Thickness

Creative Playthings

P. O. Box 330  
Princeton, New Jersey

Nesting wood blocks (size)

A. Daigler and Company, Inc.

Educational Teaching Aids Division

159 West Kinzie Street  
Chicago, Illinois 60610

Geometric Inserts with frames

Montessori cylinders to develop spatial concept  
(diameter and height varies)  
Cabinets to hold cylinders

Bell and Howell Company

7100 McCormick Road  
Chicago, Illinois 60645

Language Master

Childcraft Equipment Co.

155 East Street  
New York, New York 10010

Peg grading board (colors)

Shape sorting box

Giant bead stair (color)

Let's play safe signs

Hippity Hopscotch (number recognition)

Pepo Ring Toss (colors)

Tupperware International Headquarters

Orlando, Florida  
(usually a Tupperware representative in your area)

Snapies (colored plastic teles which snap together)

Educational Activities, Inc.

P. O. Box 392  
Freeport, New York

- Record and Guide - Album 605. The Development of Body Awareness and Position in Space \$5.95  
Records and Guide - Album 606-7. Developing Perceptual Motor Needs of Primary Level Children \$11.90  
Record - EALP No. 603, Basic Concepts Through Dance (Position in Space - following directions) \$5.95  
Record - EALP No. 601, Basic Concepts Through Dance (Body Image - following directions) \$5.95

FILMSTRIPS

Oaktree 7

four filmstrips - spring, summer, winter, fall - with accompanying record;  
Available from:

Eye Gate House Inc.  
Jamaica, New York 11435

The Feel of Things

Shapes  
Available from: Encyclopedia Britannica

Music Books and Records

Gingland, David R. and Stiles, Winifred *Music Activities for Retarded Children: A Handbook for Teachers and Parents*.  
New York, New York: Abingdon Press

Ginn and Company (for quiet and action music)

The Kindergarten Book with records  
The First Grade Book (enlarged edition) with records

Silver Burdett Company  
Making Music Your Own - K  
Making Music Your Own - First Grade

Maico Company Inc.

Record - What's Its Name, ( sound effect record)

BOOKS AND PAMPHLETS

Carlson, Bernice Wells and Gingland, David R. *Play Activities for the Retarded*.  
Nashville, Tennessee: Abingdon Press

- Grayson, Marion F. *Let's Do Fingerplays*.  
Washington, D.C.: Robert B. Luce, Inc., 1962
- Scott, Louise Bender and Thompson, J. J. *Talking Time*.  
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960
- Scott, Louise Bender and Thompson, J. J. *Rhymes for Fingers and Flannelboards*.  
St. Louis, Missouri: Webster Division, McGraw-Hill, 1960

#### BOOKS FOR PROFESSIONAL SCHOOL LIBRARY

- Egg, Dr. Maria *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children*.  
New York, New York: The John Day Co., 1964, 155 pp., \$3.75.  
Practical ways parents can help their retarded child develop. Excellent.

- Williams, Harold M. *Education of the Severely Retarded Child*  
U. S. Office of Education Bulletin No. 20  
Washington, D. C.: U. S. Government Printing Office, 1961  
Describes characteristics of TMH children and suggests curriculum for them.

#### BOOKS FOR STUDENTS IN SCHOOL LIBRARY

- Doorly, Ruth K. *Our Jimmy*. Westwood, Massachusetts (Box 224): Services Associates, \$3.95 and 35¢ postage.  
Parents tell their children about their retarded brother. Illustrated by retarded boy.

#### *"Hello, Know Who I Am?"*

Interesting illustrated pamphlet of a little retarded boy telling about retarded people. 5¢ per copy  
Lee County Association for Retarded Children  
2570 Hanson Street  
Fort Meyers, Florida

#### FILMS AND FILMSTRIPS

#### International Communication Films

1371 Reynolds Avenue  
Santa Ana, California 92705

Walt Disney Nature Library

#### University Book Store

2122 Central S. E.  
Albuquerque, New Mexico  
The Walt Disney Nature Library (Silent Film Loop)

Educational Record Sales

157 Chambers Street  
New York, New York 10007

EBF Filmstrips  
Safety Stories

Educational Activities Inc.

Freeport, Long Island, New York

Developing Cognitive Skills in Young Learners (filmstrips)

1. Grouping and Categorizing
2. Contrasts and Opposites
3. Relative Space and Size Relationships
4. Concept Ordering and Discrimination
5. Sequence of Ideas

RECORDS

Society for Visual Education Inc.

1345 Diversey Parkway  
Chicago, Illinois 60614

The Child and His World (6 albums - 12 records)

May's Music Co. Inc.

514 Central Avenue S.W.  
Albuquerque, New Mexico 87103

Primary Reading Child Size Books  
Bowmar Manipulative Books



ECONOMIC  
USEFULNESS SKILLS

## ECONOMIC USEFULNESS SKILLS

Developing programs which will train the individual toward a degree of independence through employment is one of the major goals of the total curriculum for the TMH. The Economic Usefulness Skill Area should be considered along with all other curriculum areas. At an early age the child must establish good work habits, learn to follow directions, and develop motor skills which will help him at the Pre-vocational and Vocational levels. As the teacher plans her program, she must keep this goal firmly in mind.

The program must be simple, purposeful, and realistic to develop skills necessary for day by day learning whether the TMH must remain at home all day, work in a workshop-activity center or live in an institution. It must be remembered that all things cannot be learned at once and that one task must be well learned before moving on to another area. The ultimate goal of this training program is not total economic independence but a degree of independence which will give the TMH self confidence and a feeling of accomplishment in the few skills he may develop.

Parents' may refuse to cooperate with the teachers because they do not understand the program for their TMH child. Frequent Parent-Teacher conferences must be scheduled, both at school and in the home, to make the parents aware of the necessary skills needed by the student and the work programs available for him. As the teacher gains the parents' confidence, she should invite them to school to watch the training program in progress. The school program offers an excellent opportunity for them to observe their child in a job training situation, carried on in a business like manner, under constant supervision to correct or limit the number of undesirable traits or habits the trainee may have. Since it is very difficult for some parents to recognize the limitations of their child and accept the jobs in which he can succeed, invite the parents to help you evaluate their child's functioning level before you move on to the next area of learning. Explain that each evaluation must include specific tasks repeated many times in a sequential order which will convince the teacher that the task has been thoroughly learned before introducing a different skill approach.

Lists of expected learnings and suggested home tasks for each student should be sent home periodically whether or not the parents cooperate initially in the home visitation program.<sup>1</sup> As parents observe their child's progress and see that he is able to care for his own needs and make some contribution to the family group, they may become more cooperative with the school. The school, teacher, and family can work together to establish progressively higher goals and prepare the TMH youngsters for a less dependent life.

1. See Suggested Activities at end of skill area and Appendix.

**Skill Area – Economic Usefulness**  
**Level – Primary**

**Behavioral Objectives**

**Following Directions at School**

The child will be able to:

follow a simple individual direction

Stand up, sit down, walk around, etc.

Play "Follow the Leader." Teacher may or may not instruct leader as to activity.

Find name on work chart. Identify job. Show the other students how to perform your individual job.

Group activities for simple direction games.

follow simple group directions

C. A. 5.0-8.11  
M. A. 2.0-3.11

**Activities**

Work with peg boards according to directions.  
String beads according to direction.

Take a note to a teacher in the next room.

Being an article to the teacher as directed.

Pretend you are a mother or father. Help your baby take a bath. (See Self Help activities for bathing.)

Pretend you have just washed home and must put away your wrap. Show the teacher what you would do.

Invite parents to school for a "Show You Time."

Give individual demonstration for following directions at school.

Using an egg carton, sort buttons according to color.

Using food cans, sort nails according to size. Have only two sizes, large and small.  
Sort food cans according to size. Have only large and small cans.

Set a table using plastic dishes and silverware on a place setting drawn on butcher paper.

Empty waste basket into large box or another basket in the hall.

Pick up papers from floor and hall near room.

Group activities for simple direction games.

Stand up, sit down, walk around, etc.

Play "Follow the Leader." Teacher may or may not instruct leader as to activity.

Find name on work chart. Identify job. Show the other students how to perform your individual job.

Make charts showing all room activities. Include every job to be done, even if it means making different charts for different days. Have a picture or illustration for each duty. Have a regular routine for each job. Demonstrate to students until they learn correct procedures.

Waste baskets, boxes or paper bags

Note: Supervise clean up activities at all times to prevent the formation of sloppy habits

**Instructional Aids and Materials**

Note: Through parent conferences or notes, make parents aware of desired learnings. Suggest activities to continue learnings at home.

Pegs, pegboard  
Beads with laces

Various room articles  
Doll, plastic tub, wash cloth, soap, towel, lotion

Wrap, clothing rack

Egg carton

Colored buttons

Food cans, large and small nails

Place setting drawn on butcher paper

Plastic dishes and silverware

Waste basket

Waste basket

## Behavioral Objectives

### Activities

Put away supplies after work is finished.  
Put away toys after play period is over.

Set up a "quiet time" when students come to circle and sit on floor mats to listen to flannelboard stories or records.

Set up a "talking time" when students come to the circle for "Show and Tell" or just a "talking time" to practice taking turns.

Learn Fingerplays. "Rhymes for Active Time" and "Rhymes for Quiet Time."

Sing Songs (with or without records) and follow the simple directions.  
"Singing While We Play" and "About Singing Games"

Follow directions in  
song and records

complete an  
assigned task

"Open, Shut Them," "Let's Go Walking," "Creative Play,"

"The Band," "Before We Play," "Come With Me," "Chiapanacos," "Skipping Is Fun," "Painting," "Put Your Finger In The Air," and many others.

Make up your own songs and follow directions. Use tunes to familiar songs.

Color paper according to direction (see color routine in this skill area).

Simple cutting and pasting activities (see cutting and pasting routine in this skill area). Work puzzles; start with simple puzzle having 4 or 5 pieces and advance to harder ones as child masters each level.

Sew cards. These can be obtained from most school supply companies. However, students will enjoy making seasonal cards. Make a pattern from heavy cardboard and help students draw around it on tagboard. Outline the design with paper punch; sew with colored yarn and yarn needle. The design may be colored or painted before sewing if so desired.

Lace Boards. These may also be made from Masonite or  $\frac{1}{4}$ " rigid plastic using sharp designs you are teaching. Draw design on board and ask shop teacher to cut it out. Have a free play period for all students who have completed assigned tasks. Let each child select his own toy.

### Instructional Aids and Materials

Supplies  
Toys

Records and flannelboard stories students enjoy

Note: Explain that there are times to sit quietly and listen and other times to take turns talking.

*Rhymes for Fingers and Flannelboard.* pp. 108-117  
*The Kindergarten Book* (with records) pp. 8-32, 38-42

*The First Grade Book* (with records) pp. 10-1, 45-52

*Making Music Your Own, K* (with records) pp. 14-27, 28-51

*Music Activities for Retarded Children* pp. 27, 28, 29, 32, 67, 89

Paper, crayolas

Paper, scissors, paste

Simple puzzles

More difficult puzzles

Note: Anything a child does at school can be considered a work activity. Keep all activities on the child's level and make certain he finishes them.

Sewing cards  
Yarn needles, colored yarn, tagboard, paper punch

Boards and laces  
Masonite or  $\frac{1}{4}$ " rigid plastic sheets  
Toys for free play period

Behavioral ObjectivesEstablishing School Routine

The child may be able to:  
follow simple directions for  
school routine.

arrival at school

Set up a regular routine for arrival at school: hang up wrap, go to your table and sit down, start work immediately. If teacher must talk with bus driver or parents, place a simple task: puzzle, peg board or sewing card by each child's name so he will understand that he is to start work immediately.

coming to circle

Set up a regular routine for coming to the circle. Stop work, pick up chair, carry it to the circle, put your chair on the circle line, sit quietly and listen until everyone is seated.

coloring

Set up a regular routine for coloring. Open supply box, select a crayola, close supply box, hold up crayola, start coloring when directed by teacher, put crayola back in box when finished, close supply box and sit quietly until everyone is finished.

restrooms

Set up a regular routine for restrooms. Girls get wraps and stand in Girl's Line; boys get wraps and stand in Boy's Line. March in line to restroom with the leader in each group holding open all doors; the leader may be changed daily or weekly on work chart. After using restroom, wash hands and return to line. March quietly out of the building for recess or return to classroom for indoor recess on cold days.

lunch period

Set up a regular routine for lunch period: wash hands, put on wraps, get in line, keep mouth "locked" while in school halls so as not to distract other classes. Public relations with other teachers can be very important here, also a good opportunity to show any visitor who might be in the building that TMH students can conduct themselves properly in halls. Walk in line on the right side of the hall, leader open and hold all doors, take off wraps and put them in a designated place in cafeteria, get in lunch line, thank cooks for tray, walk to the table and sit quietly with a minimum of talking while eating. Discourage loud talking or frequent trips to restroom or water fountain during meal. When all students have completed their meals, remind them to place fork and spoon on tray so they will not fall off, take trays to proper place for washing, put on wraps, get in line, and return to classroom or go out for play period.

ActivitiesInstructional Aids and Materials

**Note:** These routines are only one of many ways to teach school routine. Regardless of the routine you follow, make certain it is the same each day and the vocabulary is the same so the child will not become confused.

Simple puzzle, sewing card or pegboard by each student's name card

Chairs  
Circle line

Supply box  
Picture to color

Restrooms  
Work chart

School cafeteria

**Note:** Always provide luncheon supervision for the development of good eating habits. It is a good idea to eat with the children some of the time. It is easier to develop a good habit than to break a bad one.

## Behavioral Objectives

cutting and pasting

Set up a regular routine for cutting and pasting; prepare a simple activity, lacing card, puzzle, etc. for each student at his own desk. Call two students to a table for individual help. Show them how to cut, pick up the paper, put paper in waste basket, and return scissors to supply box.

Now show the child how to apply a small amount of paste or glue to the picture, how to paste it and how to remove excess paste with tissue.

Return paste to supply box, wash hands when necessary, write name on paper, put paper on designated table to take home, return to desk and complete assigned activity.

clean-up time

Set up a regular routine for clean-up time: stop work when directed by teacher, put away supplies, (teacher checking each supply box to be sure all supplies are in it), clean off tables, pick up papers, put away all materials or games used during the day.

going home time

Set up a regular routine for getting ready to go home: stand up and push chairs under tables, put on wraps, get in line by door while note to parents or papers are passed out, march quietly out of building and get in school bus.

The child may be able to:  
identify some home and  
school articles used to  
work

## Activities

### Instructional Aids and Materials

Paper, scissors, paste supply box

Tissue

Individual activity for each student at his desk

Note: The teacher should always make a project so that the child will not get the idea that the teacher feels the project is too messy, etc.

Note: Give plenty of time for this activity. Sloppy habits will be formed if the child is hurried too much.

### Vocabulary Development for Oral Language

pencil	mop	pencil sharpener	felt pen
paper	broom	vacuum cleaner	
scissors	dustpan	lawn mower	
paste	dryer	washing machine	

Play Identification Game: "Find the Pencil," or, "What do we write with?" Place several articles on table. Name the articles. Ask students to close eyes. Take away one article. Guess which one is missing. Place several articles on table. Name all the articles. Cover articles with cloth. Recall the names of articles on table.

Identify pictures of school articles. Tell what each is used for.

Identify pictures of home articles. Tell what each is used for.

Match articles: big pencils, little pencils, red pencils, brown pencils, etc.

Sort pictures of school articles. Have a box for pencils, one for scissors, etc.

Invite parents to school for "Identification Period." Divide the students into small groups (with parent in different group from his child). Identify pictures of home and school articles and tell what each is used for.

Actual articles when possible

Good pictures of articles

Articles on table for identification

Cloth

Pictures of school and home articles

Articles to match  
Boxes for sorting

Note: Make the parents aware of sources for pictures: catalogs, magazines, store advertisements.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

Take a field trip to a washeteria and observe someone using a washer and dryer.

Invite a parent to bring a vacuum cleaner to school for a demonstration. Let each child take a turn in vacuuming the floor.

Take the students to the school cafeteria to watch the custodian mop the floor.

Find pictures of articles used at home.

Paste them on construction paper to take home.

Find pictures of articles used at school.

Paste them on construction paper to take home.

identify simple tools by name

hammer saw screw driver nails board

Visit a lumber yard to get scraps of lumber.

Go to your school shop to ask the shop teacher to cut the boards and show how simple tools are used.

Invite a friend or parent to school to demonstrate the use of simple tools in the room. Hammer nails into boards. Pull them out. Use Playskool Workbench for hammering and screwing wooden pegs.

Put all the tools on the table. Identify them. Ask students to close eyes. Take one tool away. Guess which one is missing. Put all the tools on the table. Identify them. Ask students to close eyes. Cover tools with cloth. Recall what tools are under the cloth.

Put one tool in a paper bag. Let each child feel the tool without looking at it. Guess which tool is in the bag.

Find pictures of simple tools. Identify them.

solve some simple problems

Set up some simple problems related to school routine. When students arrive at school, do not have a work activity by their names. Teacher may go to her desk and appear to be working on something. Note if students will ask for work activity.

Go to the circle and sit down and start telling a flannelboard story. See if the students will come to the circle.

Begin a coloring, cutting or pasting activity without supply boxes. Give usual instructions and see if students will tell you they do not have supply boxes.

Field trip to washeteria

Vacuum cleaner

Parent

Custodian

Mop

Magazines, scissors, catalog, construction paper, school supplies

Actual tools

Pictures of tools

Visit to lumber yard and school shop

Resource person

Some simple tools

Playskool Workbench

Tools you wish to identify

Tools

Cloth

Paper bag

Assorted tools

Pictures of tools

Arrival at school without work activity by names

Teacher reading a story in circle without students

Activities without supply box

Behavioral Objectives

Activities

Start outside for recess on a cold day without coats and mittens. See if students will ask for coats or if they mention that they are cold.

Teacher put on coat before going to restroom but start the students without coats. See if they will ask for own wrap.

Instructional Aids and Materials

Start out for cold outdoor recess without coats or mittens

Teacher with coat  
Students without wrap

**Skill Area - Economic Usefulness**  
**Level - Intermediate**  
**Behavioral Objectives**

**Developing Work Habits**

C. A. 9.0-12.11  
 M. A. thru 5.11

**Activities**

**Instructional Aids and Materials**

The child will be able to:  
 follow simple directions

Sew a button on a piece of tagboard. This will be easier than cloth for most students to handle.

String beads according to direction: round bead, square bead, red bead, blue bead; etc.

Sort beads according to color.

Sort beads according to shape or size.

Sort buttons according to color.

Sort buttons according to size.

Sort nails and bolts.

Put lids on various types of bottles and jars.

Put lids on food cans.

Sew cards according to teacher direction: by number, with red yarn, etc.

Run an errand for the teacher.

Complete a work paper as directed by teacher.

follow group directions

Make charts showing room duties: Ask the children to look for pictures showing various duties. Let them help decide what duties are needed on Monday, Tuesday, etc.

Let each child find his room duty for the day and demonstrate it for the rest of the class. Play "Follow the Leader" acting out room duties.

Pick up papers from the playground as directed by the custodian, and teacher.

Tagboard, button, needle, thread  
 Assorted colors and shapes of beads, laces  
 Egg cartons  
 Colored beads  
 Egg cartons, beads of assorted shapes, and sizes.

Egg cartons, colored buttons.

Egg carton, large and small buttons

Coffee cans or muffin tins, nails, bolts

Bottles and jars with lids

Coffee and shortening cans etc., with lids

Sewing cards with laces or colored yarn

Paper, pencil, crayolas

Magazine, scissors, tagboard

Note: Include every possible duty: feed fish, water plants, dust furniture, clean blackboard, even if it means making many charts.

Paper bags, boxes, waste baskets

Note: Carefully supervise all work activities so that sloppy habits will not be established.

See records in Suggested Activities at end of skill area.

Note: Explain that many jobs permit some conversation, but no job permits loud talking or screaming.

Follow simple directions from records.

Set up a "Quiet Time" and a "Talking Time."

You now want to make the child aware that he can color a picture and listen to a record at the same time, or he can talk with his friends while he works a puzzle.

## Behavioral Objectives

### Activities

complete an assigned task

Set up an activity by each child's name at his table. The activities must vary according to the abilities of the child; some students may be able to water plants or feed animals while others may only be expected to color a picture or string beads. Your main concern is to give a child something he can complete, see that he does finish it and praise him for good work.

### Instructional Aids and Materials

Activity for each child on own level

Note: Many of the activities for this skill area may seem to repeat themselves. However, when you are teaching a child to follow individual or group instructions, he may not have a task that you expect him to master alone. But with this objective: complete an assigned task, you are giving him things to accomplish before he can participate in another group activity or free play.

Ring a bell or blow a whistle when work period starts. Let the work period last five to ten minutes, depending upon the activities for that particular day. At the end of the period, blow whistle again. All students who have completed tasks may have a short free play period while teacher gives individual help and encouragement to those who have not done their work.

follow simple direction  
for school routine

arrival at school

Set up a regular routine for arrival at school. Hang up wrap, get supply box and put it under desk or chair, sit at desk or table and work on the project by his name with a minimum of talking. After the teacher has performed her morning chores: checking lunch money, talking to bus driver and parents; interrupt the students to come to the circle or join a group activity at the table. Return to table and finish uncompleted task before beginning a new activity.

coming to circle

Set up a regular routine for coming to circle. Stop work immediately, pick up chair, carry it to the circle area, sit quietly and listen for further directions.

Note:

This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Note: These examples of school routine are only one way of setting up such procedure. Whatever you use, keep in mind that a routine should be the same every day and the vocabulary you use in teaching it must be the same so that the students will not become confused.

Simple project by each child's name

Note: Provide some interruption during a work period so that students will learn that their work must sometimes be interrupted. Always return to uncompleted job so they will learn that it must always be completed.

Note: This activity will make the child aware that he must be punctual, if you will provide some recognition or reward to those who comply.

Behavioral ObjectivesActivitiesInstructional Aids and Materials

coloring

Set up a regular routine for coloring. Get supply box from the floor under chair, put it on the table by right side (or left side if left handed), open supply box and select color needed, close supply box and color. When finished put crayolas back in the box, close the box and sit quietly while other students finish.

restrooms

Set up a regular routine for restrooms: girls get wraps and get in Girls' Line; boys get wraps and get in Boys' Line, march to restroom, without talking if other classes are in session, use restroom, wash hands and return to line. March quietly out of the building for outdoor recess, or return to classroom for indoor recess.

lunch period

Set up a regular routine for lunch periods: wash hands, put on wraps, get in line, march quietly down halls without disturbing other classrooms, get in line for lunch, thank cooks for trays, walk to the table and eat quietly with a minimum of noise. Usually the group must eat together at this age level. In order that more students may be aware of TMH students, ask your leader to select a table anywhere in cafeteria, to eat there for the day. When all students have eaten, take trays to proper place, get in line and return to classroom or go out for play periods.

cutting and pasting

Set up a regular routine for cutting and pasting. Work as a group except for individuals who cannot work alone. Show students how to cut, pick up the paper, put paper in the waste basket and return scissors to supply box. Now show how to apply a small amount of paste or glue to the picture, how to paste it and how to remove any excess paste with tissue. Return paste to supply box, wash hands when necessary, write name on paper and put paper on designated table to take home. There will be students who work slowly and will need a lot of individual help. Have a simple activity table set up and allow students to select a new activity as the cutting and pasting is completed.

clean up time

Set up a regular routine for clean up time. To make the students aware of clean up time, ring a bell or blow a whistle when you are ready for work to stop. Stop work, check supply boxes; take all the articles out of supply box, hold up each as teacher names it, return it to supply box, put away supply boxes, pick up paper, (some sweeping may be done if needed), push chairs under tables, and put away any materials or games used during the day.

Supply boxes

Note:

The TMH will always need some supervision in the restroom. You might allow them to go there un-supervised several times per month but ask principal, custodian, nurse, or secretary to lock in on them and note habits that should be reinforced.

Note:

Supervise the students so they will develop good eating habits. They will have to be encouraged to eat some of the foods served in the cafeteria.

Note:

See Perceptual Motor Skill Area for use of scissors.

Note:

Paper, supply box, tissue  
Always do a project with the students so they will not get the idea that you think the project is too messy.

Note:

Teach a child to be independent. He may need help if he has never done anything for himself at home.

Whistle or bell  
Broom, dustpan

Note: Be sure to give one in time for completion of this activity. Failure to do so may result in sloppy work habits.

Activities

going home

Set up a regular routine for going home. Stand up, push chairs under tables, check room to see that everything has been put away, put on wraps, stand in line by door to receive papers or notes to parents, march quietly out of building and get on school bus.

Developing Ability To Work With Others

The child will be able to:  
play games in small groups

Set up card tables with puzzles of 100 pieces. Seat one person at each side of the table to work on puzzle for short periods each day until it is completed. A large piece of cardboard may be used to keep the puzzle intact if the card table cannot be left set up with the puzzle.

Give each child a box of beads and a lace. Have them string the number of beads in a box. Ring a bell to start. See which child can string his beads first. Divide your students into groups so that all students will have a chance to win at some time. Nails and nail gun, group of two students; put hats and nails on the table. Give each child an egg carton or box. Instruct one child to put the bolts in his box and the other child to take the nails. See which child finishes first. Play number or picture dominoes. Stress not being unhappy if he is the last to finish. Play circle games where one child will always be in the middle.

work in small groups  
to complete self jobs

dust furniture

Note: The purpose of this activity is to work on the same activity without tearing up other student's work or holding puzzle pieces.

Note: This game is good for two or four students.

Boxes of beads  
Boxes of hats  
Boxes of egg cartons  
Nails and bolts

Note: Number dominoes  
Picture dominoes, musical chairs or Tilar game

Note: You will want to set up a regular routine for each school job

Dust cloth

Dust desks and other room furniture, group of two students: teach one person to remove all articles from furniture, the other person dusts the furniture and the first person returns the articles to their original positions.

sweep floors

Broom, dustpan

Sweep floors in classroom, group of two students: teach one person to sweep the floor and the other person to move chairs and hold dust pan.

This will be a good time to rearrange the furniture but the students will need help in deciding where to place the furniture. TWH children are not very creative and they will want to put everything back where it was.

set the table

For practice, make place settings of bus, chair, paper plates, plastic dishes and silverware

Set the table for a room luncheon or party, group of two students: teach one student to place the dishes and the other one to place the silverware and napkins. For parties, paper plates and plastic silverware will probably be used.

### Behavioral Objectives

#### Activities

wash dishes

Wash dishes, group of two students: teach one student to scrape dishes (or pans) and stack them for washing. Show the other student how to mix hot and cold water, measure the detergent and put dishes in dishpan or sink for washing. Demonstrate cleansing pads and supervise to see that dishes are clean.

dry dishes

Dry dishes, group of two students: teach one student to rinse the dishes in hot water. (This may be in a dishpan or the sink.) Demonstrate placing in a dish drainer. Show the other student how to remove excess water with dish towel and put dishes away.

clean shoes

Clean shoes, group of two students: have a mat by the door for scraping mud from shoes. Let the students take turns cleaning each others' shoes with broom, paper towel or brush. This activity can be changed to have a daily leader who stands by the door to check shoes and assist each child in removing the dirt from his shoes.

water plants

Water the plants, group of two students: show one student how to fill a pail or plastic bottle with water without it running over. Teach another child how to water plants from the plastic bottle or dip water from a pail. Show how to use newspapers to remove any water spilled on the floor.

make sewing cards

Make sewing cards, group of two students: teach one student to place the simple pattern on tagboard and fasten it securely with paper clips. Show the second student how to draw around the outline with a pencil or felt pen. Help the first person cut out the design and the second person outline it with a paper punch.

Work in small groups to make a seasonal mural. (Beware of others in use of materials and space for working.)

The child will be able to:  
identify some home and  
school objects and identify  
their use

#### Vocabulary Development for Oral Language

pencil	crayolas	forks	coffee pot
paper	felt pen	spoons	dishwasher
paste	dishes	pans	dish drainer
scissors	knives	toaster	garbage disposal
stove	blender	washer	dish towel
dryer	dish cloth	telephone	

### Instructional Aids and Materials

Note: This activity will probably be needed after simple cooking lessons.  
Dishpan or sink, dish cloth, detergent, dish scraper, cleansing pads

Dishpan or sink  
Dish drainer, dish towel  
Note: If you do not have a kitchen or hot water, heat the water in a teakettle or dish pan on a hot plate.

Mat  
Broom, paper towel  
Brush  
Leader

Plants  
Plastic bottle or pail  
Small can for dipping

Tagboard, scissors  
Pencil, patterns  
Note: The intermediate group can make many simple patterns for the primary group to use. It is never too early to stress doing things for others.  
White butcher paper  
Paints or crayolas

Real objects  
Pictures of objects  
Chart showing pictures of objects and words  
Word Cards  
Note: You are not really trying to teach words, but some students may learn a few of them.

## Behavioral Objectives

### Activities

Divide class into two groups. Hold up a picture of common object and identify by name and use. (Take turns.) The child who identifies the object correctly holds the card. Count the cards at the end of the game to determine the winning team. Listen to Common Home and School Sounds. (Record 7 — Side B)

Make a School Booklet showing articles used at school.

Make a Home Booklet showing articles used at home.  
Describe articles used in home and school. Teacher describes until students understand the game. Divide into two sides and give one point for each correct answer. The student who guesses correctly also gets to describe the next article. Count points at end of game to determine winning team.

### identify some common tools and their use

saw  
lumber  
file  
pliers  
sandpaper

boards or rough lumber  
claw hammer  
nails (large heads)  
screws (large heads)  
screws driver (standard)

Make a board for storage of tools. It may be necessary to keep this board locked in a cabinet at night, but it should be available for circle activities. Talk with your shop teacher regarding the kind of board which will meet your own needs.  
Outline each tool on the board with a hook for hanging the tool over the outline.

Using the board play the following Identification Games:  
Point to hammer and ask, "What tool is this?"  
"What do we do with it?" Child who answers correctly may replace the hammer.

Take all tools from the board and place on table. Ask, "What tool is this? What do we do with it?" Child who identifies correct tool finds tool and tells its use may replace the tool on the board.

Hold up a nail and board. Ask, "What tool do we use with these?" Child who identifies proper tool may drive nail into board.

Drive nails into boards. Remove nails. Using screw driver, put large headed screws into board. Remove screws with screw driver. Work with knock out peg board or work bench for those students who are not able to manipulate nails and screws.

## Instructional Aids and Materials

Pictures of common home and school objects

Peabody Language Development Kit Level P  
Construction paper, school supply catalogs, magazines, paste, scissors

Construction paper, paste, magazines, scissors  
Pictures of articles  
Note: If students have difficulty describing an article, teacher may describe and hold up picture pointing out things.

### Vocabulary Development for Oral Language

Actual tools  
Pictures of tools  
Note: Any activity with tools should be simple with emphasis on safety precautions in use of tools

Large piece of board  
Hooks  
Tools

Board with outline of each tool  
Actual tools

Board with outline of each tool  
Actual tools

Nail, board, tools

Nail, board, hammer  
Screws, screw driver, board  
Available from Creative Playthings and Judy Companies

Behavioral ObjectivesActivities

Make a "Tool Booklet." Find pictures of tools, two pages for each tool. Then look for pictures of persons using those tools. (Some students may be able to copy the name of the tool from the board.)

Developing Attention Span

Read a short story; decide how long you want them to sit quietly and select a story and discussion for this length of time.

Tell flannel board stories, making your stories longer as the attention span develops.

Set up a "Show and Tell Period" restricting each person to one minute or less time. At first, it may be advisable to have two short Show and Tell periods instead of one longer one, if the students do not remain interested.

Play Guessing Games when the teacher whispers or plays records very low. (Students may or may not close eyes.) Guess what the teacher said or what record is being played.

Play games students especially enjoy. Increase the length of time played each week until students are able to concentrate on the game for a period of time designated by teacher.

Work simple activity sheets with which teacher gives frequent direction. Keep repeating the activity sheet until students are able to work quietly and follow directions:

The child will be able to:  
solve some simple every day problems

Ask a student to sweep the floor without a broom. Note if he will ask you for a broom or if he will stand and wait for you to get one for him.

Instructional Aids and Materials

Tool catalog, magazine, construction paper, paste scissors, stapler or paper punch  
Yarn, Yarn needle  
Note: Students only pay attention if they are doing something they understand and enjoy.

## Short stories

## Flannel board stories

Show and Tell period  
Note: Have frequent music or rhythm activities so students will not be tired of sitting before attention activities start.

Record, record player  
Teacher whispers

## Group games

Work activity sheets  
Pencils, crayolas  
Note: Observe the attention span of student at the beginning of year. Set your goals for a year and increase length of activity, weekly or monthly, until you have reached your goal.

Area for sweeping  
Note: These activities are set up to make a child aware of the things he needs for work and teach him to ask or locate the materials needed to complete the job.

Behavioral Objectives

Activities

- Ask a student to wash dishes without any dishes; without a dish cloth; without detergent; without water.
- Ask a student to dust the furniture without a dust cloth.
- Ask a student to set the table without the place setting drawn on butcher paper; without dishes; without silverware.

Instructional Aids and Materials

Area for washing dishes

Area to dust without dust cloth  
Area for setting table without one article needed for the task

Note: Include any problem solving situation related to your own classroom.

**Skill Area – Economic Usefulness  
Level – Pre-vocational**

**Behavioral Objectives**

Taking Responsibility for Completing Work Assignment

C. A. 13.0-16.11  
M.A. thru 6.11

**Activities**

The student may be able to:  
arrive at school (work)  
on time

One-half of your day should consist of activities similar to those observed in a workshop or on other jobs visited on field trips. The best time for these activities may be at the beginning of the school day since the teacher will be stressing so many points connected with punctuality and routine. The remainder of the day can be spent with functional academics and other skill areas needed by individual students.

Review all skills learned in the Primary and Intermediate Economic Usefulness Skill Areas.

The student may be able to:  
arrive at school (work)  
on time

Make a large tagboard time chart so each student can sign in each morning. If a student is late, without an excuse, circle his name with a red pencil. This chart may be set up by the week or month using days of the week or number dates according to the abilities of students, and the places they will be engaged.

Mon.	Tues.	Wed.	Thurs.	Fri.	Days	
					Tardy	Abs.
Mary	Mary	Mary	Mary	Mary	0	0
John	John	John	John	John	1	4
Anna	Anna	Anna	Anna	Anna	1	0
Bob	Bob	Bob	Bob	Bob	3	0
Sex	Mon.	Tues.	Wed.	Thurs.	Fri.	TOTAL
Boys						
Girls						

Set up a contest between the boys and girls. Count the girls who get to work on time and record it on the wall chart. Do the same with the boys. Check at end of week to determine winners.  
Take a field trip to a nearby workshop or business. Arrange to be there when employees arrive. Ask the manager or supervisor to discuss what happens when employees are late for work.

accept discipline when he is late

Field trip to sheltered workshop or business

Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.

Set up a mock workshop. (Teacher will act as employer.) Pretend that several students are late for work. Be very stern with them using anger and disappointment.

**Instructional Aids and Materials**

Note: A classroom for this group should include a small kitchen, shop corner equipped with simple tools and an area for functional academics. A center with at least two teachers so that students could be divided into groups according to interests and abilities would be ideal. If such a center is not available an aide should be hired to supervise some students while the teacher works with others.

See chart below

Mock workshop  
Angry employer  
Students must learn to expect dis-  
pleasure if they are late

Note:

## Behavioral Objectives

### Activities

Invite upper grade classes to your room for little skits related to good work habits and getting to work on time. Act out the "pretend games" the upper grade students demonstrated.

start working on arrival at school with a minimum of reminding

finish a task  
be neat in most work activities  
have confidence in work ability

Train each child to check the work chart on arrival at school, find his work activity and be ready to start work. The teacher should be available to answer questions and give help if students do not understand work schedules. Constant supervision will prevent poor work habits. Ring a bell when you are ready for activities to start.

Set up regular school activities which the child already understands and sometimes accomplishes. Suggested lists of tasks for home and school are included in this skill area.

be neat in most work activities

Simple tasks on level of each child, clean or messy activities according to the ability of the student.

have confidence in work ability

Set up a mock workshop. Invite parents and Special Education Personnel for open house. Give each student a work activity which he can do well. Instruct him to explain the procedure to each visitor.

### Jobs and Activities

The student may be able to:  
learn some simple work assignments  
school activities

dust furniture  
sweep floors  
mop floors  
empty waste baskets  
water plants  
clean and shine shoes

follow pattern in simple sewing  
take apart irons, coffee pots, etc. try to put them together again  
hang up clothing  
keep locker clean and neat  
sweep or mop halls with supervision

## Instructional Aids and Materials

Students from other grades for work demonstrations.

Note: Stress the importance of a smile and greeting to each employee as you arrive, Mention clothing, their neat appearance, etc.

Work chart

Bell

Note: Have frequent parent conferences and school visits to emphasize work routine

Note: Explain to parents that student must learn to finish task if he expects to hold job.

Note: He will not learn these overnight. Work closely with parents setting up simple activities with lots of praise.

Note: For a student to have confidence in his work ability he must do something he enjoys, understands and has time to complete within the allotted time schedule.

Mock workshop,  
Visitors

Note: This is only a suggested list of work activities. The teacher may have many additions related to her locale.

Check with your custodian and cafeteria supervisor for additional jobs

## Behavioral Objectives

activities

## Instructional Aids and Materials

wash windows (Keep this activity very simple.)	make shoe shine box	Note: Invite parents to school to observe students at work. Discuss routine followed at school. Stress that confidence in work and pride in a job well done will help develop a happier home atmosphere.
home activities		
mop kitchen floor	set tables	Note: Parents should realize that some of these activities provide excellent opportunities for "Mother - Daughter" and "Father - Son" discussions.
sweep floor	make bed	
run vacuum cleaner	prepare simple foods	
wash windows inside	clean mirrors	
simple hand ironing	bundle newspapers	
clean up tables	do simple sewing	
wash dishes	dust furniture	
dry dishes	hang up clothes	
empty garbage	answer telephone	
clean cupboards and replace dishes	arrange articles on shelves	
keep closet neat and in order	sort clothing according to color, to fabric	
take clothes from dryer and fold	clean dish washing area	
clean bathroom	clean refrigerator	
clean table tops	arrange drawers	
wash cars with supervision	take apart old home appliances and put together again	
lawn care	rake leaves	
	pick up litter, twigs and branches	
	simple watering with help	
	remove dead limbs with help	
school ground	cut weeds with supervision	
	pick up litter and paper	
	rake leaves	
	sweep sidewalks, porches, and steps	
	shovel snow from sidewalks and steps with supervision	
	Vocabulary Development for Oral Language (and written language as determined by teacher)	
identify most of the equipment needed to complete a work assignment	Equipment needed	Vocabulary needed in addition to names of equipment
mop floor	mop	measure
	bucket	squeeze
	detergent	shake
	water	wring
sweep floor	broom	push
	dust pan	half-full
	dust pan	too much
sweep furniture	push	pull
	hold	move
	hold	sweep
	hold	move furniture

## Behavioral Objectives

### Activities

#### Equipment needed

clean bathroom  
cleaner  
brush  
cloth  
disinfectant

answer telephone  
telephone  
pencil  
paper

clean and shine  
shoes  
broom  
brush  
shoe polish  
tongue depressor  
cloth or brush  
for shining

rake  
box  
trash cans

sewing  
needles - regular  
embroidery, yarn  
thread, cotton  
thimble  
scissors

simple home repairs  
hammer  
nails  
screwdriver  
thumb tacks  
square  
saw  
clamp  
pliers  
screws  
sandpaper

#### Vocabulary needed in addition to names of equipment

sprinkle  
scrub  
rinse

answer  
write

shine  
clean  
polish

pile  
empty  
pick up

sew  
thread needle

hit  
hold  
twist  
push  
rub  
fasten  
tighten

## Instructional Aids and Materials

Have real objects whenever possible. Collect many good pictures of all tools and materials for identification and matching. Collect many pictures of actual tool being used for discussion and identification.

Senior Citizens are often glad to come to school and demonstrate various work activities.

Invite parents to school to observe your routine and the vocabulary you teach. Send home desired learnings regularly.

### Behavioral Objectives

<u>Activities</u>	<u>Vocabulary needed in addition to names of equipment</u>
wash and dry dishes	scraper stack drain put away
dish pan or sink detergent dish drainer dish cloth dish towel	soak clean scald dry
simple ironing	iron press turn on
ironing board iron flatwork to iron	turn off fold
hoe rake waste can or box	cut rake up
cut weeds	pick up put in boxes
bundle newspapers or magazines	stack up place evenly pile up
sweep sidewalk	sweep pick up put in box put in waste can
take clothes from dryer	shake out fold sort
water plants	pour fill mop up spilled water
wash windows inside	spray clean polish

### Instructional Aids and Materials

<u>Equipment needed</u>	<u>Note:</u>
dish pan or sink detergent dish drainer dish cloth dish towel	Invite the director of school maintenance (both grounds and buildings) to school to watch the TMH identify and use tools and complete work activities in a designated time. Suggest that the custodian train them and be reimbursed for his work. After the TMH has learned to complete the work activity successfully a minimal wage should be paid to him while he is enrolled as a student. After he leaves school, he should be paid according to the kind of work he does.
ironing board iron flatwork to iron	turn off fold
hoe rake waste can or box	cut rake up
bundle newspapers or magazines	stack up place evenly pile up
sweep sidewalk	sweep pick up put in box put in waste can
take clothes from dryer	shake out fold sort
water plants	pour fill mop up spilled water
wash windows inside	scrub clean polish

Behavioral Objectives

find materials and complete a work assignment in a given period of time.

Activities

These are two examples of a routine which a student may be expected to follow to complete a work assignment.

Work Assignment Mop the floor (Allot a certain length of time for this job.)

1. get the mop
2. get the mop bucket
3. fill bucket one-half full of water (warm or hot)
4. measure detergent or cleaner
5. add detergent to water
6. measure disinfectant
7. add disinfectant to water
8. put ~~mop~~ in water and get entirely wet
9. wring out mop
10. mop a small area of floor
11. rinse out mop in bucket
12. wring out mop
13. mop another small area of floor, etc.

Clean and Polish Shoes (Allot a certain length of time to polish one pair or a certain period of time to clean and polish several pairs of shoes.)

1. get shoe shine kit
2. get shoes to clean and polish
3. brush remaining mud from shoes
4. wipe off dust with cloth
5. polish one shoe and set aside to dry
6. polish other shoe and set aside to dry
7. shine shoes with cloth or brush
8. put away shoes
9. put away shoe shine kit

Instructional Aids and Materials

**Note:** The most important factor in work activities is a regular routine. The teacher should establish her own and follow it for best results in training TMH for future jobs.

**Note:** Be sure each tool or material has a specific place so the students can easily locate it.

mop  
bucket  
water  
detergent  
disinfectant  
measuring cup  
(regular routine to follow)

Shoe shine kit containing shoe polish, shining brush or cloth, brush or stick for cleaning, cloth for wiping off dust

**Note:** Set up rating scales to determine if student is really learning the names of tools, their use and the correct routine for each school job.

**Note:** Field trips are a very important part of the education and training of the TMH. They can serve as introductory materials for community service or suggestions for jobs.

**Emergency Services (Ambulance, Rescue Squad)**  
Fire Department  
Police Department  
Doctor's Office  
Hospital  
  
**Public Health Department**  
Dentist's Office  
Animal Hospital

Field Trips

The student should go on field trips to:  
~~see~~ people help others

### Behavioral Objectives

watch many people work at many kinds of jobs

beauty shop  
barber shop  
motel  
hotel  
gas station  
car wash  
dairy  
laundry  
cafeteria  
restaurant  
drive-in

small grocery store  
large grocery store  
drug store  
hardware store  
variety store  
discount store  
clothing store  
shoe store  
Electrical appliance store  
(selling and servicing)  
disposal plant

Careful planning should be done with the managers of various businesses. This is an excellent opportunity to show employers that TMH students are well-behaved and dependable.

### Activities

identify some jobs they can do

sheltered workshops  
Goodwill Industries  
(other related businesses in your community)

Films  
Filmstrips

### Transportation Skills

Invite someone from the Bus Transportation Company to come to school and explain bus service and proper conduct while riding on a public bus. This will make the bus company aware of TMH students who will be riding the bus with and without supervision. He in turn, can alert the drivers to report undesirable behavior to the teacher.

The student may be able to:  
identify a specific bus stop

Take many field trips which may be reached by public bus. Some arrangements will have to be made with the school to provide some financial help in buying bus tokens. Decide on a specific field trip. Take the trip by bus and return to school. As you wait at bus stop and return to bus stop, notice buildings and other landmarks which will make it easier for students to locate it. Next day appoint a leader to take the group back to the bus stop where the bus was boarded before.

### Instructional Aids and Materials

- Some of the jobs you can find in your area:
1. busboy
  2. dishwasher
  3. street cleaner
  4. dishwashing machine operator
  5. waiter
  6. waitress
  7. salad maker
  8. sandwich maker
  9. cook's helper
  10. custodian
  11. car wash attendant
  12. yard boy
- (See Suggested Materials at end of skill area)

Note: Arrange an evening meeting for parents and ask the manager of the bus company to explain the services they can provide to explain the services they can provide for TMH youngsters and their families that must be set on their conduct while riding the bus.

Field trip  
Bus schedule for all parts of city

Note: Let your field trips include trips to areas in each child's home environment so he will be aware of bus service near his home. Teacher must always accompany children on bus trips.

### Behavioral Objectives

identify the right bus  
for a short trip

pay for his fare and  
get transfer when  
necessary

conduct himself  
properly while  
on bus

### Activities

Set up a "mock bus." Let the "bus driver" hold up a sign from the front of bus to identify the correct bus to board. If the student identified the correct sign, he "boards the bus." If not, he must wait for another turn.

pay for his fare and  
get transfer when  
necessary

Set up a mock bus. Use real money to pay bus fare. Buy bus tokens from "bus driver." Practice giving the correct change or learn what change you should receive.

Go on a short bus trip and let each child pay his own fare. Go on a long bus trip where transfers are needed. Get transfers, leave bus and board another bus.

conduct himself  
properly while  
on bus

1. Wait until bus stops before trying to board it.
2. Smile and speak to driver as you pay your fare.
3. Smile and greet friends as you are finding a seat.
4. Sit on seat while bus is in motion.
5. Do not move from one seat to another.
6. Keep hands and head inside bus.
7. Keep talk and laughter low.
8. Do not talk with strangers or accept food from them.
9. Get off bus only at your regular stop.
10. Go immediately to workshop or home.

Act out skits regular students presented in classroom. Give individual opportunities for students to show correct procedure for riding public bus.

Invite parents to school to observe bus routine set up on "mock bus" in classroom.

signal when ready to  
leave bus

recognize home  
bus stop

### Instructional Aids and Materials

Mock bus with "driver"

Note: Check with bus company to see if they have extra bus identification cards (found on front of bus) which they will give you. If not make large tagboard ones, using all the words needed for buses the students will be riding.

Mock bus  
Real money  
Tokens

Short bus trip  
Long bus trip using transfer

Mock bus and "driver"

Note: Ask students from regular classes to come to your room to demonstrate proper conduct on bus. Also ask them to show rude and disorderly conduct so that the "bus driver" must become angry and remove them from the bus.

Mock bus  
Cord tied between two chairs  
Small bell

Set up mock bus. Tie a card between two chairs. Attach a bell to it so it will ring when the card is moved. Have leader stand in front of "bus" and hold up street signs. Practice pulling signal cord for student's bus stop.

Note: This activity will be practiced only after students have made trips to and from their home areas under the supervision of the teacher.

## Behavioral Objectives

### Activities

A student can only get off the bus when he recognizes his street sign and is able to signal for bus to stop.

Invite parents to school to watch this activity. Encourage them to make bus trips with their student and observe that he can recognize the home and school bus stops.

### Independent Travel

Review Transportation Skills several times per week.

Expect each child to come to school on public buses the last 8 weeks of school, when he has reached the age of 16 and will be going into a Sheltered Workshop-Activity Program.

Invite parents to school to observe the following routines for Independent Travel.

The student will be able to:  
get to work on a public bus

Practice the following steps:

1. Get to the bus stop on time. Remind parents that a TMH student may board the first bus which comes along if he has missed his bus.
2. Look at the name on the front of the bus.
3. If it is your bus, get on and pay your fare.
4. Sit down and conduct yourself properly while on bus.
5. Signal when you are ready to leave bus.

observe safety rules in  
reaching place of  
employment

Practice the following steps:

1. Observe the traffic signals STOP, GO, WALK, DON'T WALK.
2. Never cross in the middle of the street.
3. Remember that emergency equipment always has the right of way.

seek help if he needs it

Solve the following problems:

1. Someone is bothering you on the bus.  
Tell the driver.
2. Someone is following you. Contact police, go to someone's home,  
knock on the door and ask them to call the police.
3. Lose bus money or token. Knock on someone's door or go in place  
of business and ask them to call your parents.
4. You get off at the wrong bus stop. Knock on someone's door or go  
in place of business and ask them to call your parents.

### Instructional Aids and Materials

This activity can prepare the student for independent travel by public bus.

Note: Many parents will be concerned over their TMH-child riding a bus alone. Many parents may refuse to allow their child to ride unsupervised. Invite the parents in for conferences and make frequent home calls to discuss this problem.

Note: This must be a cooperative project between parents and teachers. Unobserved by student, mother may follow child to school bus stop until she feels he can travel independently. Then the teacher, unobserved by student, can follow student to workshop in her car.

Note: Notify the bus company when TMH students will be traveling alone and ask them to report any questionable behaviors.

Set up mock situations as needed for the various demonstrations for parents

Mock situations as needed for demonstrations for parents

Note: For this program to be successful teacher must:  
1. make daily calls to parents reporting success and failure  
2. make weekly home calls or invite

Behavioral Objectives

Activities

5. Other problems related to your own group.

Contact your State Vocational Rehabilitation office for evaluations of students who have reached the required age for placement in workshops and other facilities.

Instructional Aids and Materials

3. contact satisfied parents and ask them to talk with parents who are not sold on your program
4. be a good listener as well as an advisor

ECONOMIC USEFULNESS  
Suggested Materials and Equipment

Community Playthings,  
Rifton, New York

Fool cabinet  
Woodworking tools  
Safety Play Traffic Signs (signs and bases)

R. H. Stone Products

18279 Livernois  
Detroit, Michigan 48221

Playskool Village for Community Study  
Set of Large Community Helpers  
Life size Community Helpers  
Playskool Workbench  
Pounding Bench (mallet and pegs)

David C. Cook Publishing Company

Public and Private School Division  
Elgin, Illinois 60120

Home and Community Helpers Pictures  
My Community Pictures  
Puppet Playmate Boards (community helpers)

American Guidance Services, Inc.

Publishers Building  
Circle Pines, Minnesota 55014

Peabody Developmental Kit, Level P

Dinuba, California Public Schools  
Dinuba, California

Fern Tripp Safety Signs Folder

Mountain Bell Telephone Company  
local

Tele-a-Trainer Sets  
Movies and Stories

Creative Playthings  
Princeton, New Jersey

Junior Handyman wood tool box  
Hammer and nail design kit  
Wood nuts and bolts construction set  
Bolt tight set (screw driver and nuts, bolts, washers)  
Miniture village with streets and buildings

New Mexico Division of American Auto Association  
1516 San Pedro N.E.  
Albuquerque, New Mexico 87110

Excellent posters and stories on safety

MOVIES AND FILMSTRIPS

How Machines and Tools Help Us - Coronet Instructional Films

MUSIC AND RECORDS

(See music books and records listed in Suggested Materials for Functional Academics and Self Help Skill Areas.)

Record -

Safety Can Be Fun  
Summit Industries  
P. O. Box 415  
Highland Park, Illinois

Singing On Our Way - Scott Foresman Co.

1. The Lawn Mower Song
2. The Scissors Man

BOOKS AND ARTICLES

Cortazzo, Arnold D. *A Guide for Establishing An Activity Program for Mentally Retarded Adults*  
New York, New York: National Association for Retarded Children, 1963

Kakoska, Charles J. and Schmidt, Alfred "Related Classroom Chores to Outside Jobs"  
*Teaching Exceptional Children*, Fall, 1969, pp. 27-28

Saenger, Gerhart *The Adjustment of Severely Retarded Adults in the Community*  
 New York, New York: Interdepartmental Health Resources Board, 1957

Tobias, Jack and Cortazzo, Arnold D. "Training Severely Retarded Adults for Greater Independence in Community Living"  
*The Training School Bulletin*, 1963, 60 (1) 23-37

Suggested Home Jobs for Student

1. Put away toys.
2. Hang up clothing.
3. Empty waste baskets.
4. Clear dishes from table.
5. Pick up newspapers and put in waste basket.
6. Put magazines in magazine rack.
7. Put books on book shelf.
8. Put dirty clothes in hamper.
9. Do simple dusting.
10. Water plants.
11. Dry dishes, pots, and pans.
12. Wipe silverware.
13. Hang up pans by handles.
14. Empty ashtrays.
15. Put right cover on right pan and place in designated place.
16. Set the table.
17. Use small broom and dustpan.
18. Find food in grocery store by looking at pictures.
19. Put away canned foods from store.
20. Make bed.
21. Run vacuum cleaner.
22. Sweep driveway and patio.
23. Bring in wood.
24. Sort magazines according to size.
25. Fold and stack newspapers.
26. Wash windows with help.

FILMSTRIPS

Churchill Films  
 662 North Robertson Boulevard  
 Los Angeles, California 90069

Fathers Work  
My Dad is a Carpenter  
My Dad is a Moving Man

My Dad Works in a Shoe Store  
My Dad Works in a Factory  
My Dad Works in a Supermarket  
My Dad Works in a Service Station

Mother's Work Too

My Mother is a Waitress  
My Mother is a Dental Assistant  
My Mother Works in a Bank  
My Mother Works in an Office  
My Mother Works in a Drug Store  
My Mother Works at Home

FILMSTRIPS AND RECORDS

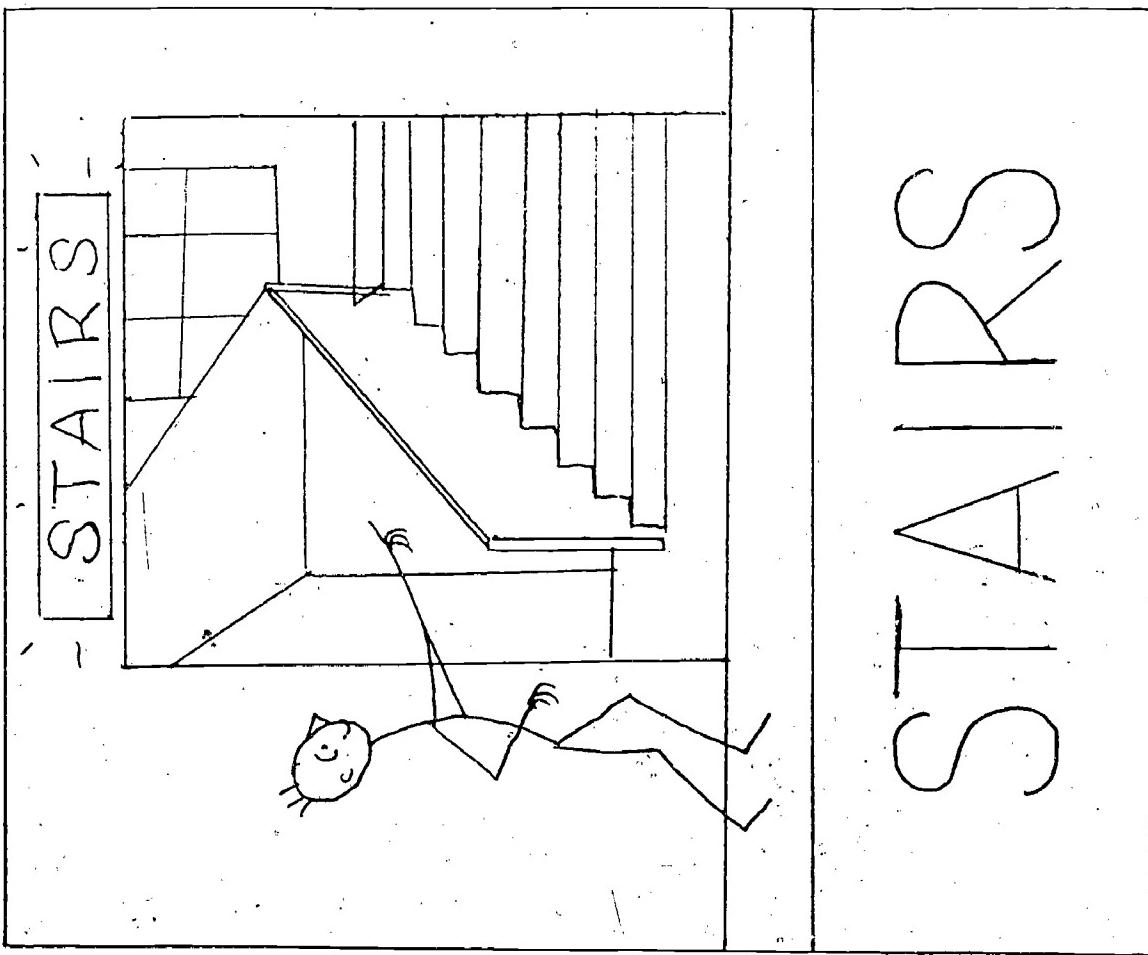
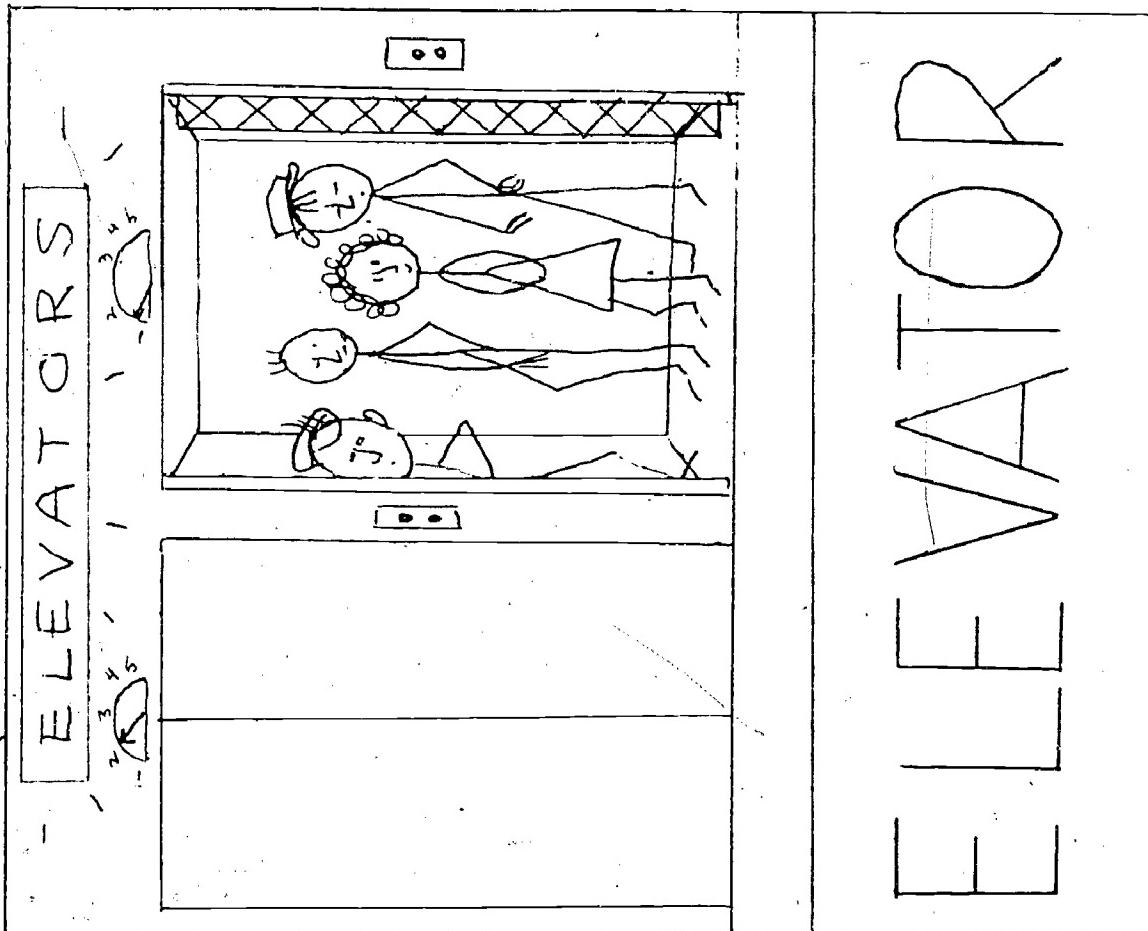
Avid Corporation  
Instructional Systems Division  
10 Tripps Lane  
East Providence, Rhode Island 02914

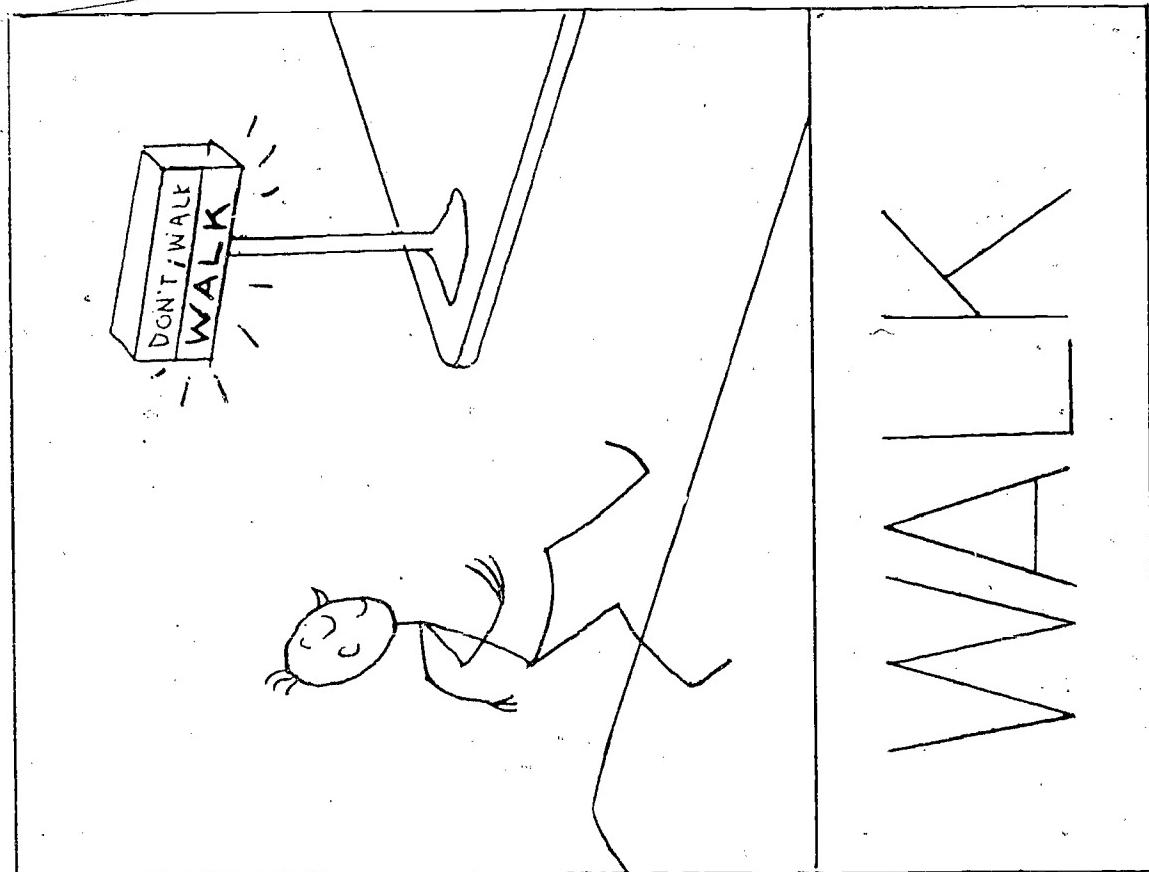
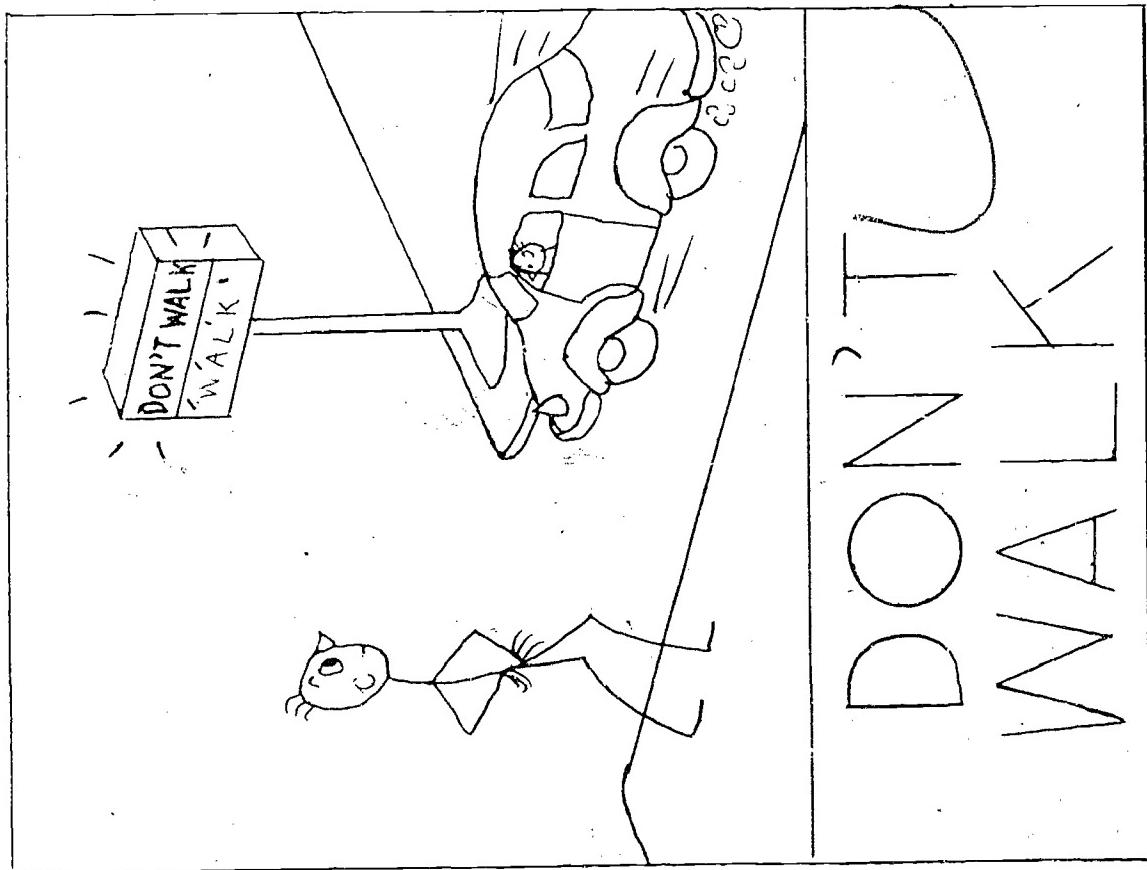
Occupational Job Attitudes (especially for Mentally Retarded)

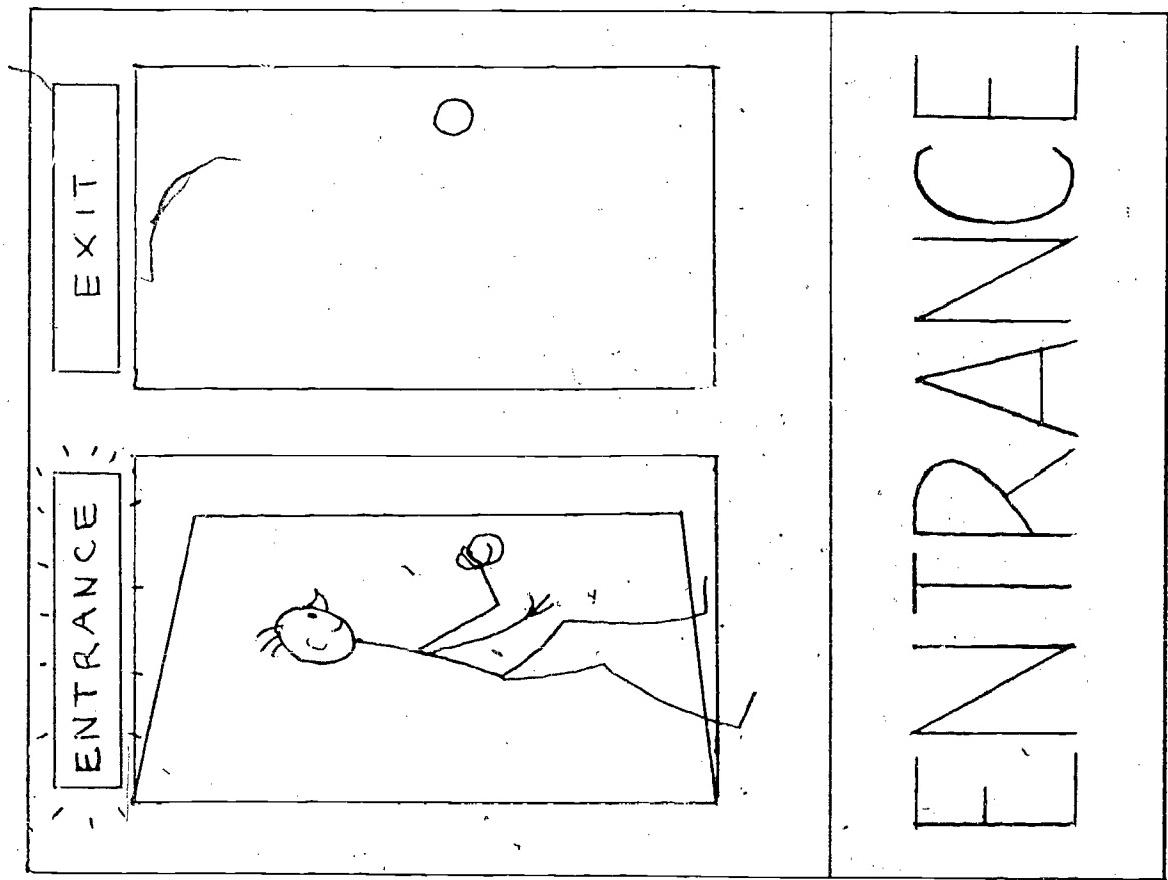
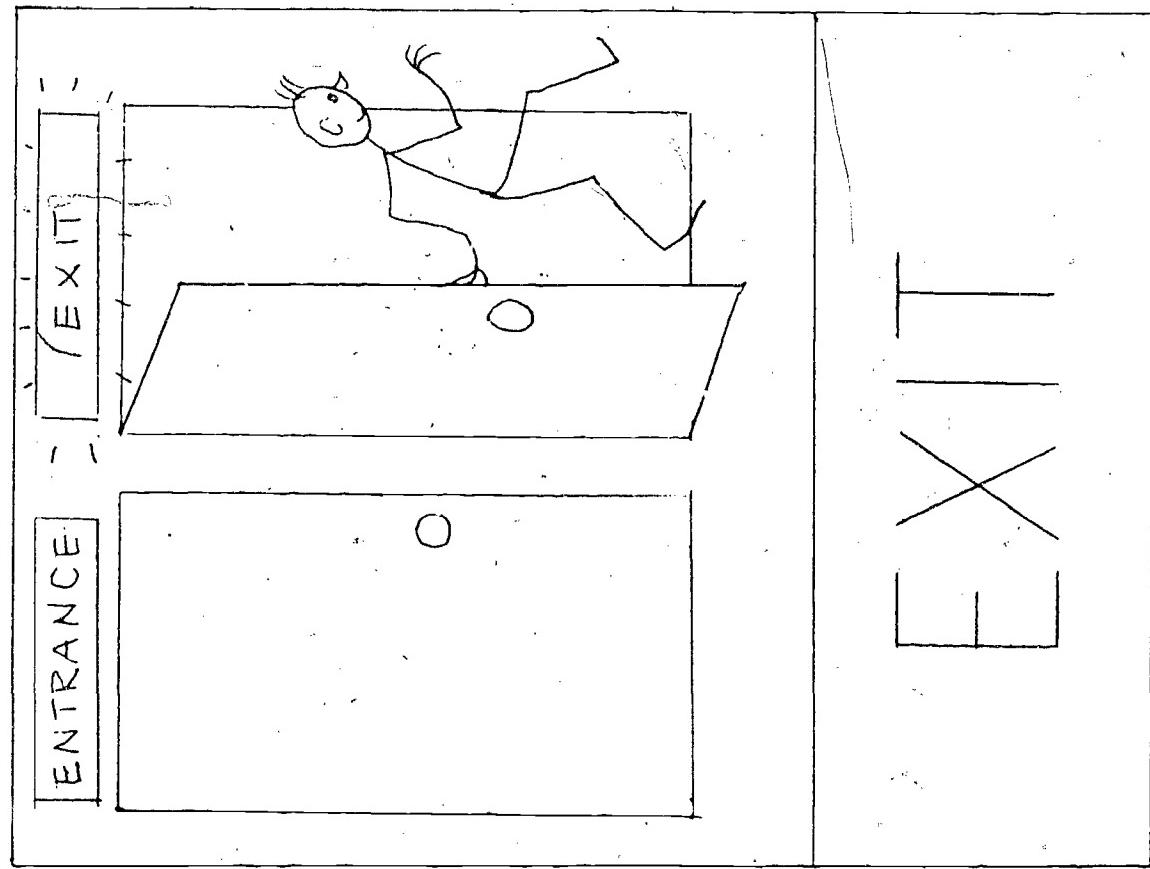
### WORDS FOR DAILY LIVING

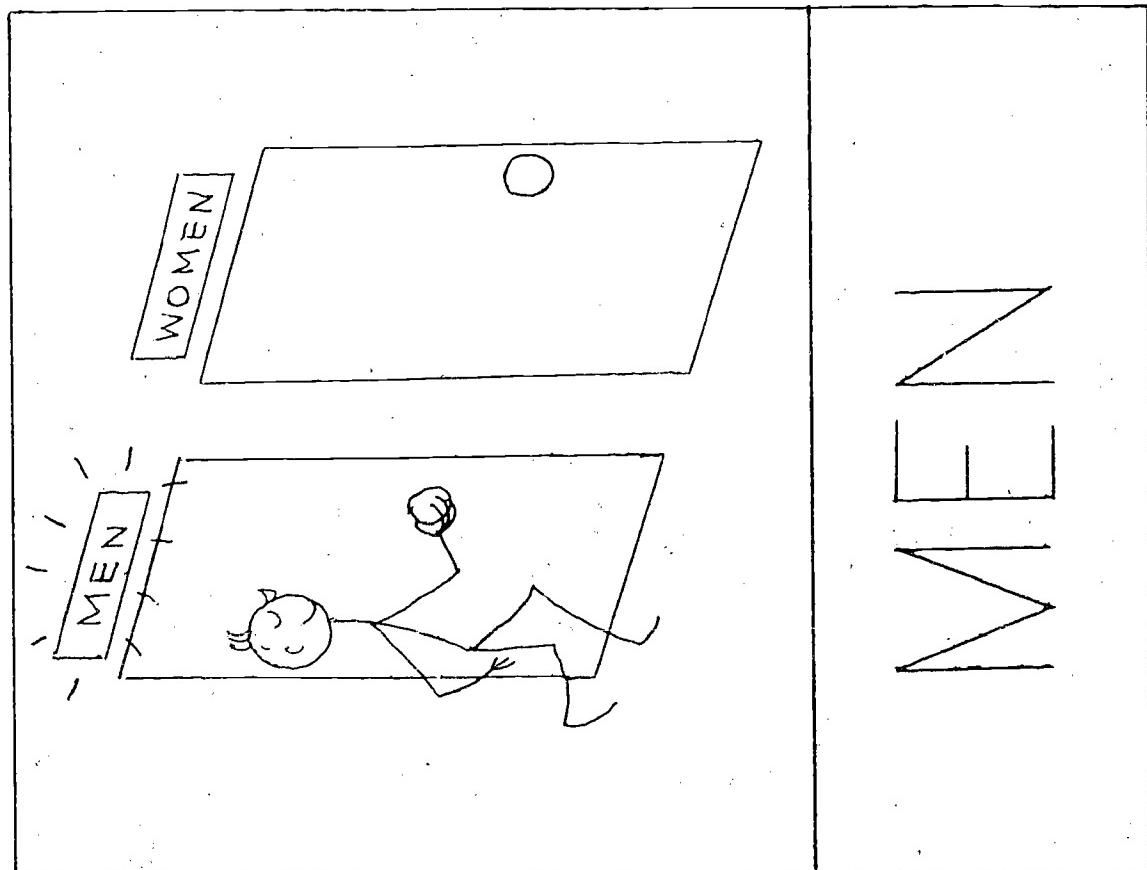
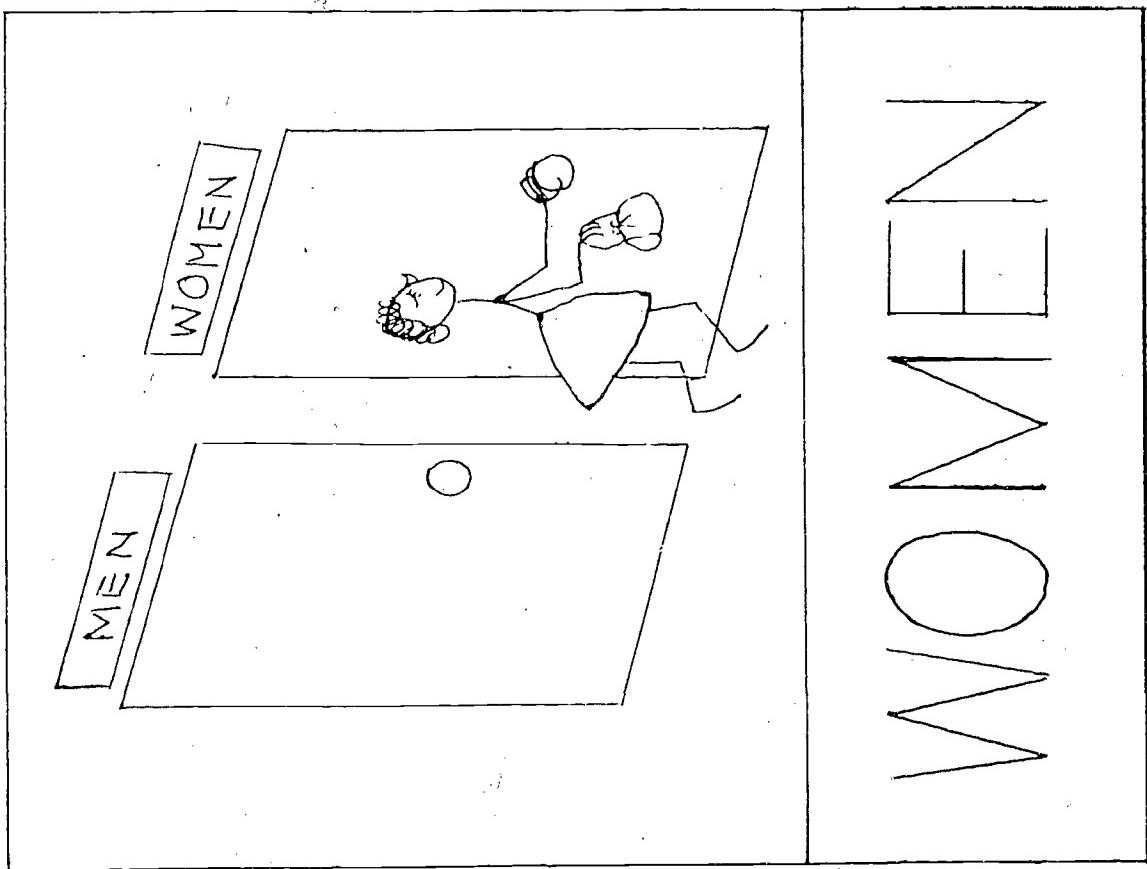
The words illustrated on the following pages are those that appear to be most needed by the TMH person as he or she begins to participate in community life at the Prevocational and Vocational Preparatory levels. These drawings may be mounted on tagboard and laminated for classroom use. They may be mounted and made into Language Master cards for additional drill by the student himself. Teachers will think of many different ways to use these cards.

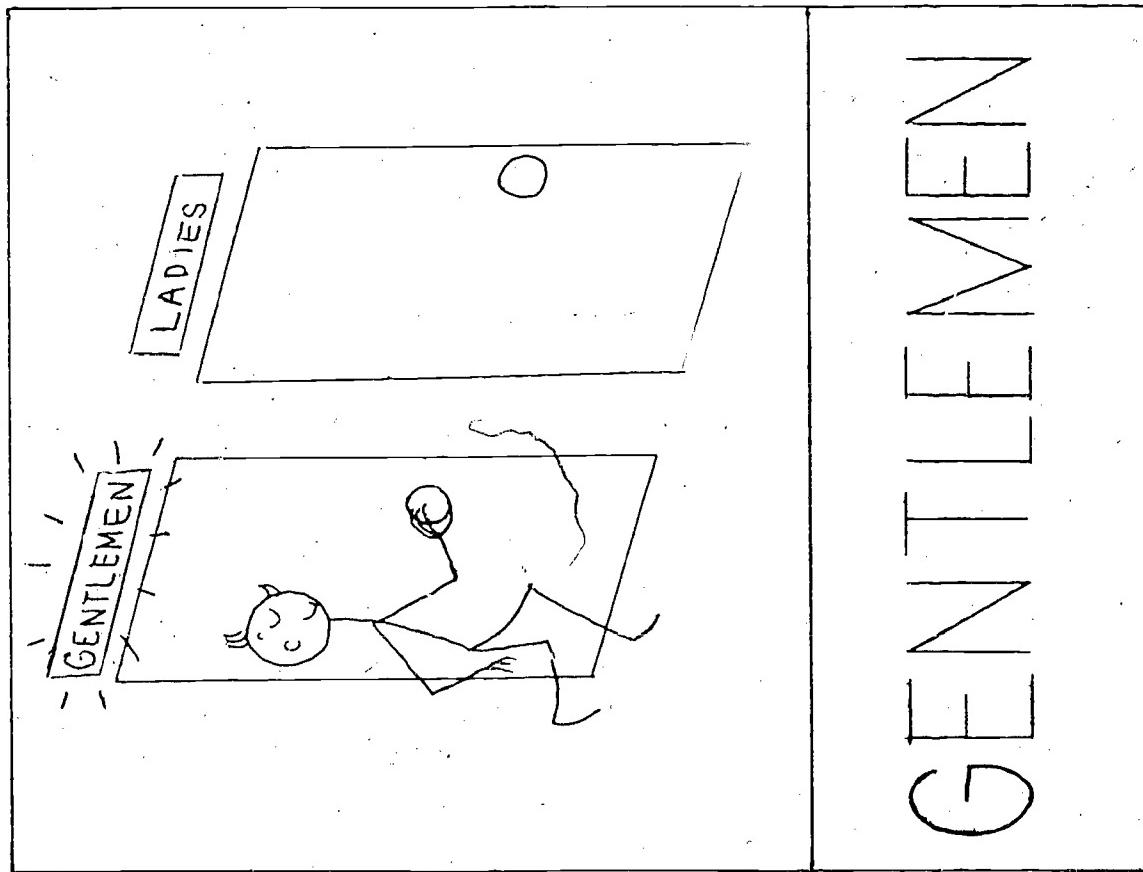
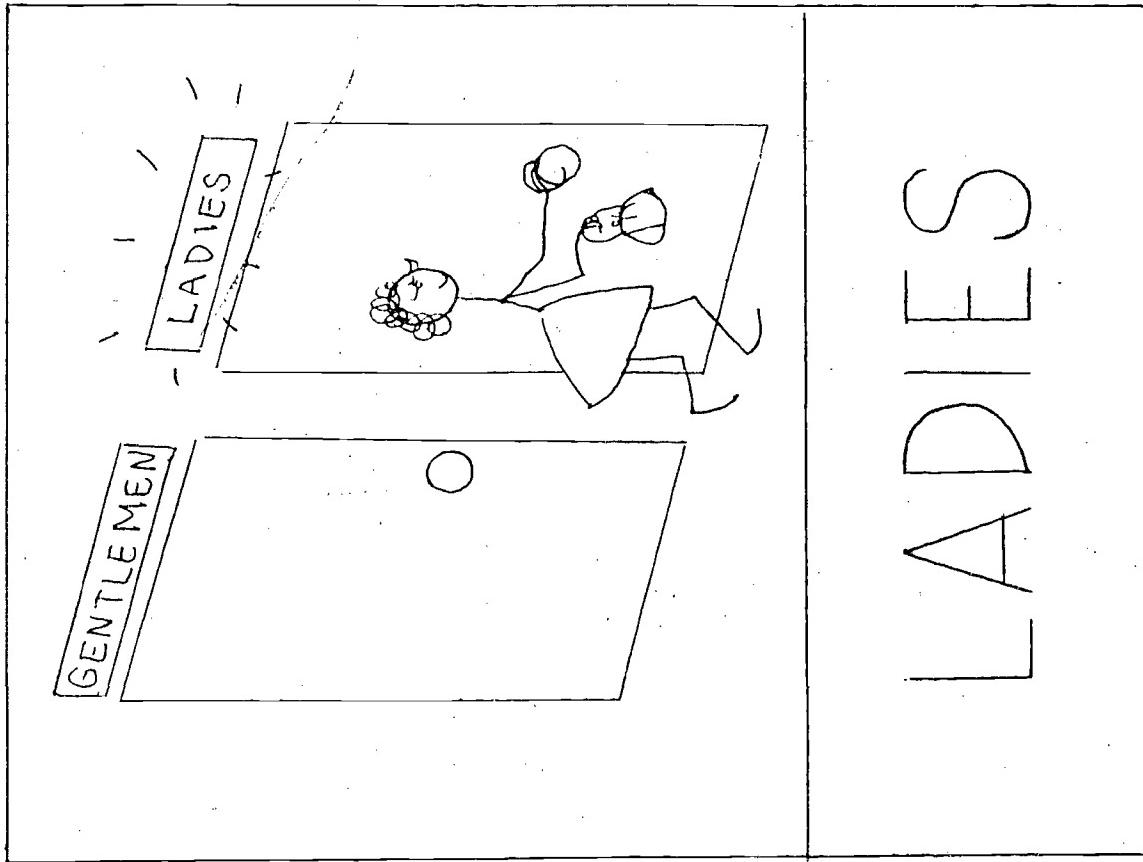
One teacher of prevocational TMH students has made a wallet-sized picture dictionary using drawings and words so the student has a guide with him at all times.

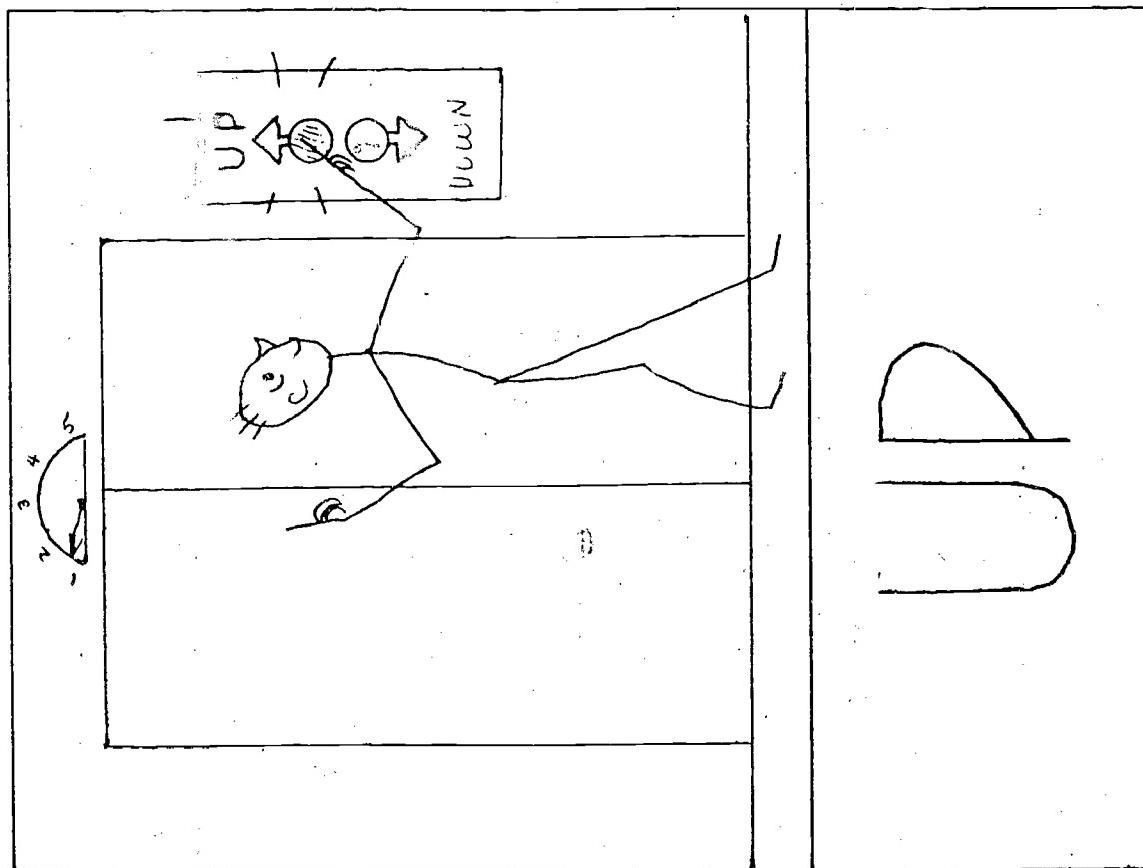
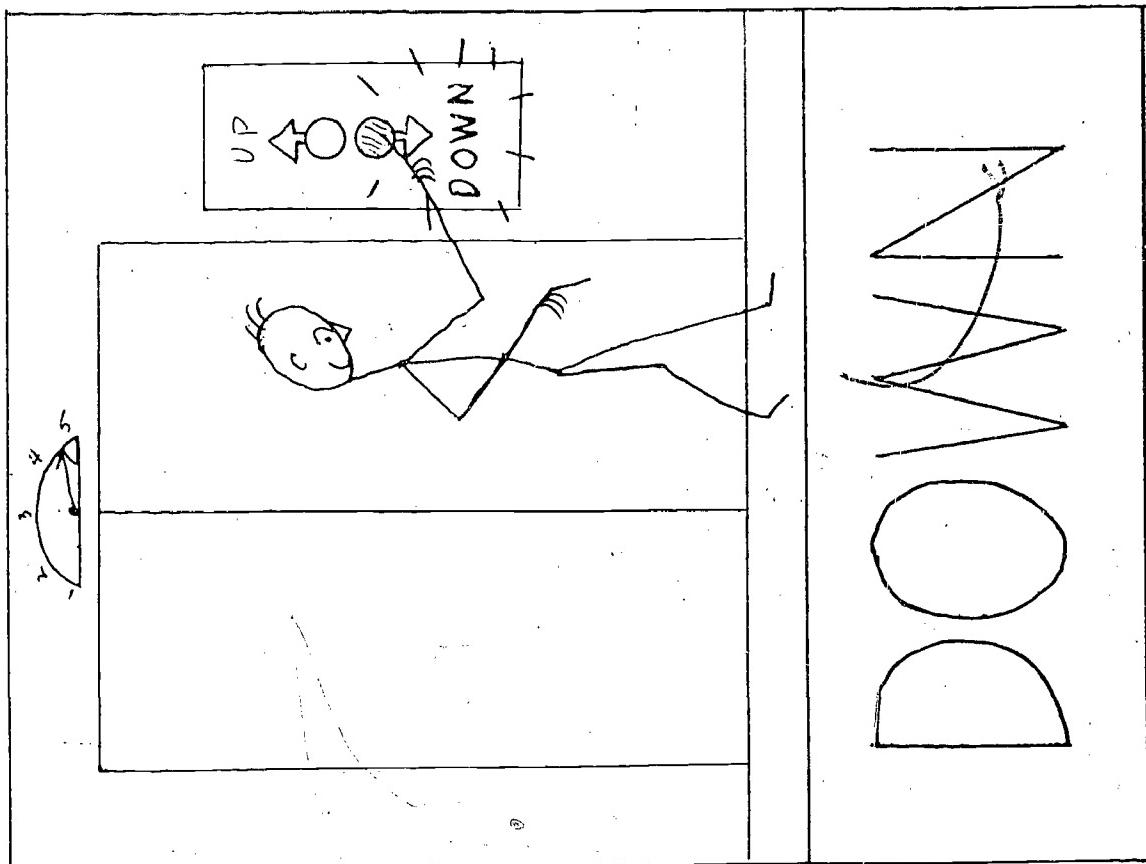


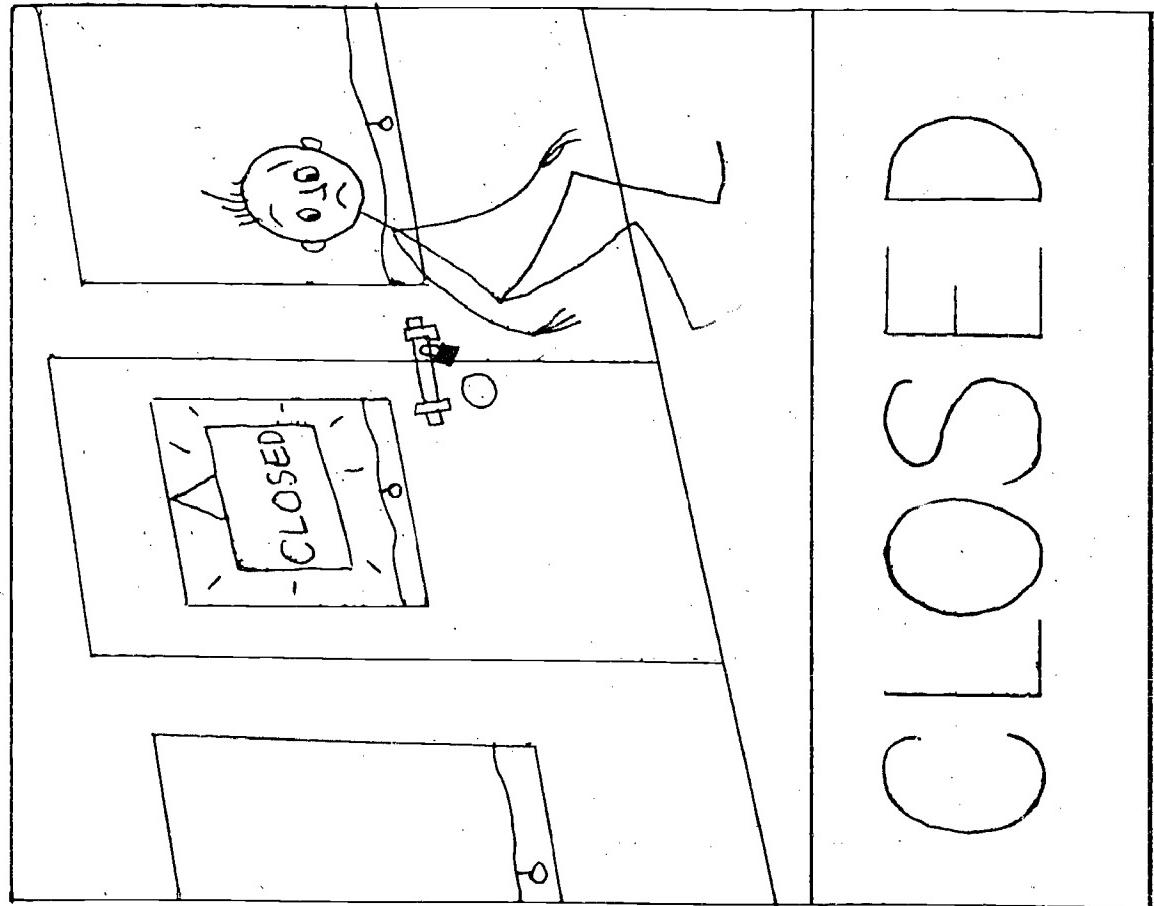
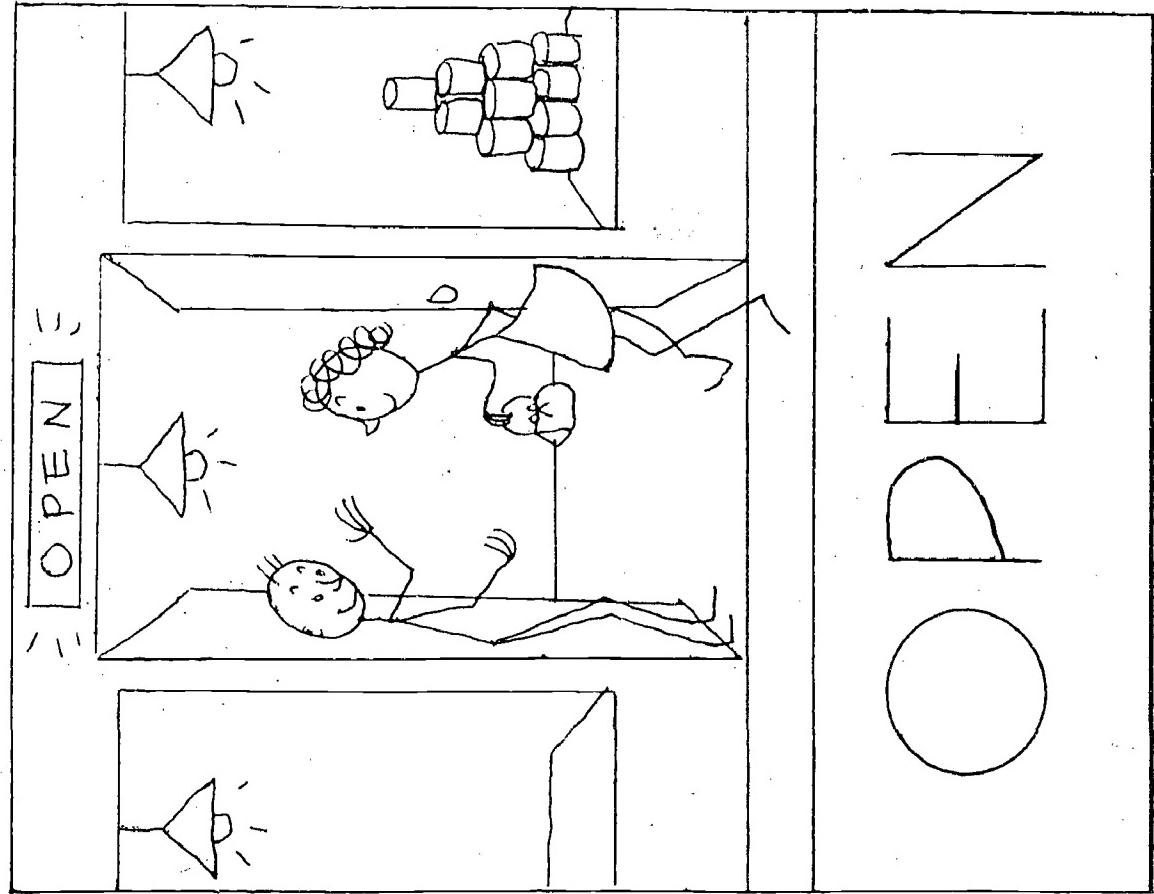


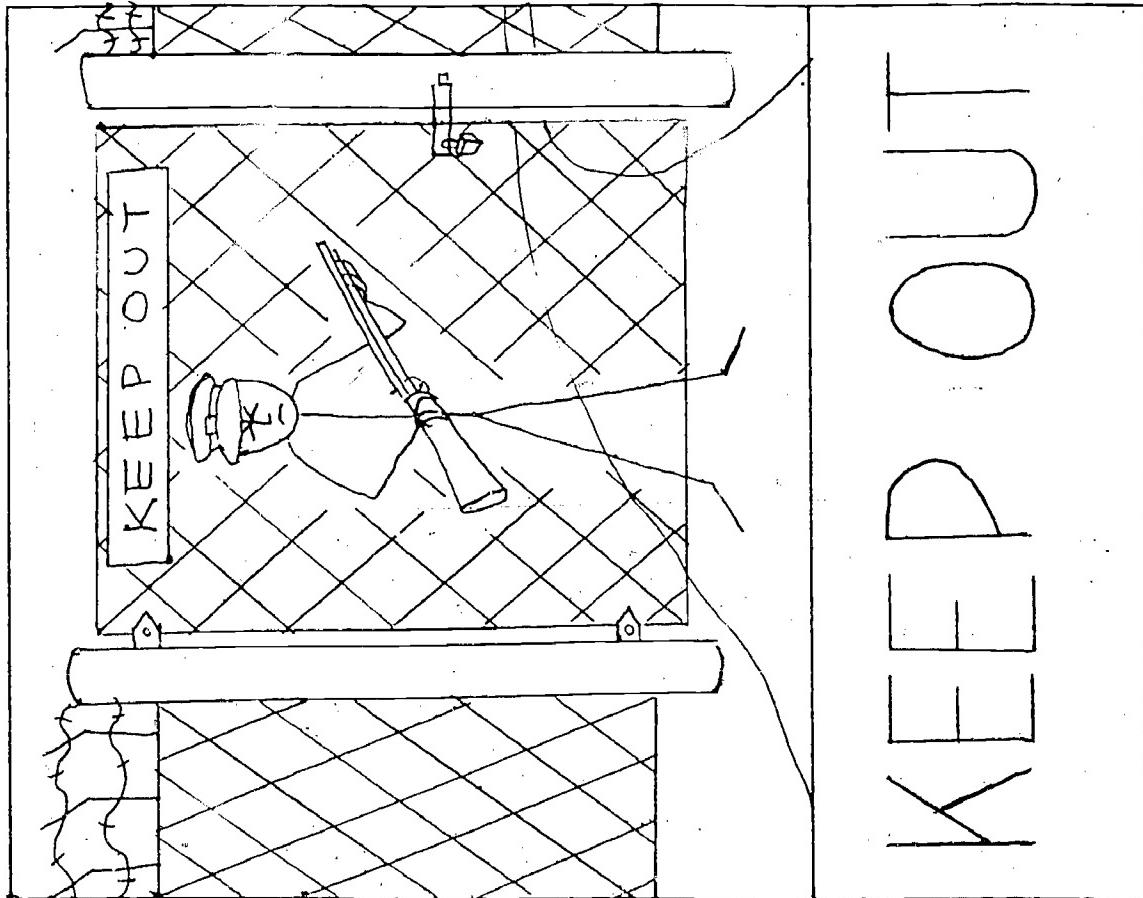
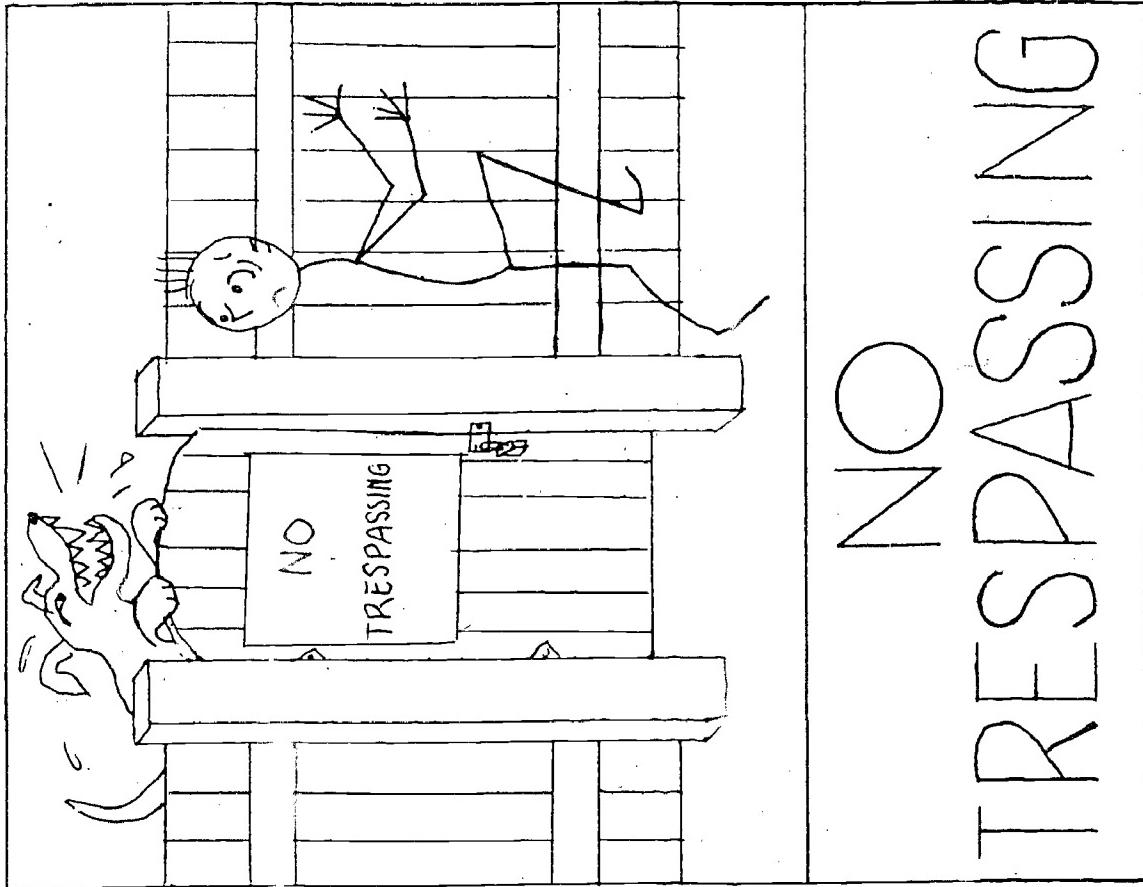


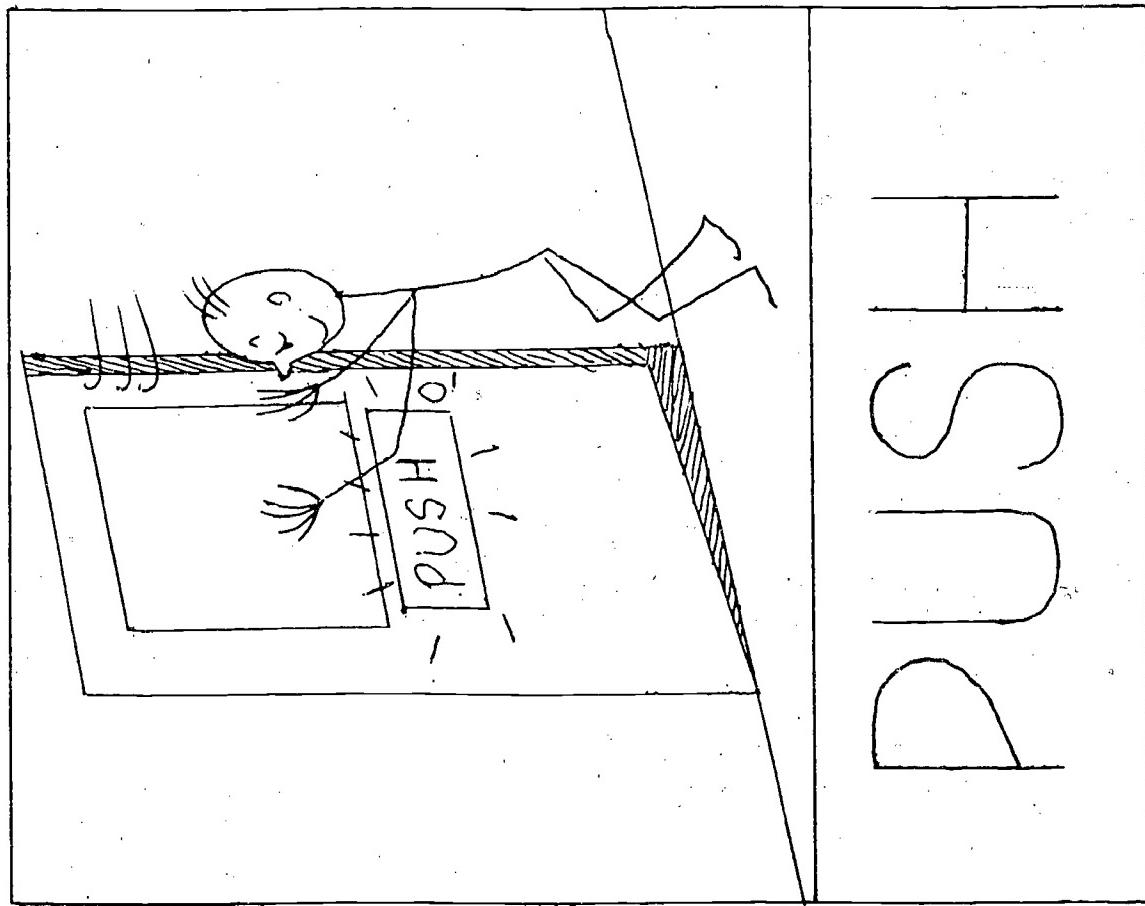
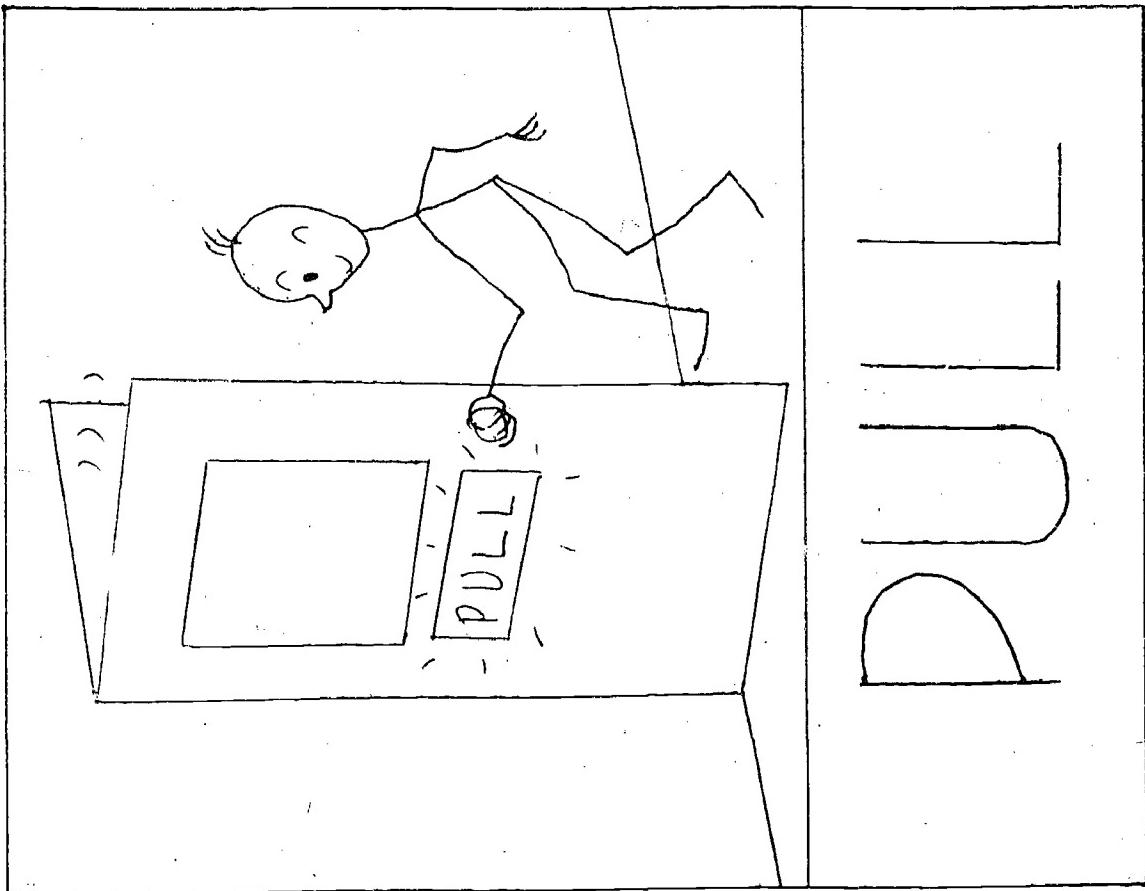


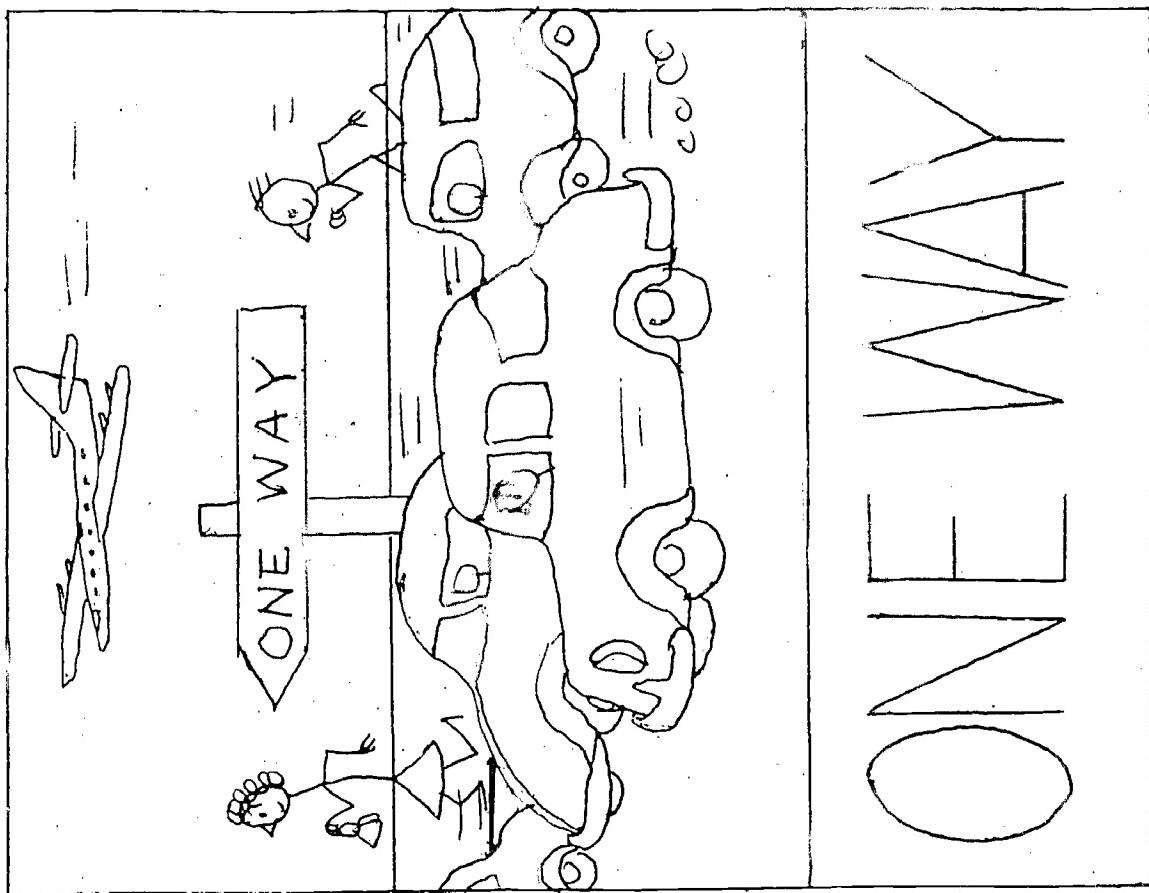


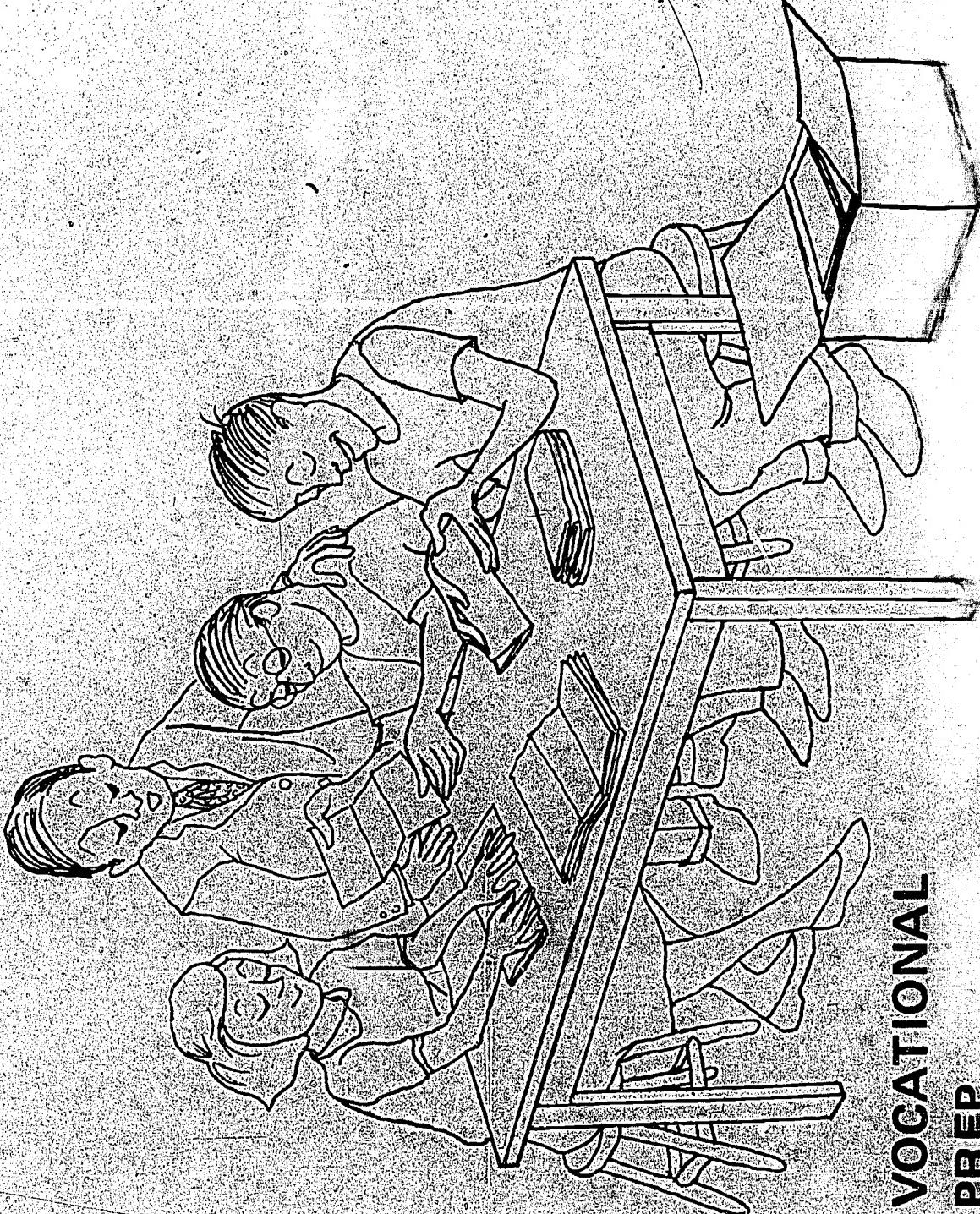












VOCATIONAL  
PREP

## VOCATIONAL PREP

At the Vocational Prep level, all students should be tested and screened by the Vocational Rehabilitation Service. Test results should be reviewed by the students' pre-vocational teachers and by the vocational rehabilitation counselor. Those students not ready for work in the Sheltered Workshop should continue with job training and a school program (see Schedule I). Other students who appear ready to sustain a six to eight hour work day in the Sheltered Workshop should be placed on a job there (see Schedule II). Those students who are unable to do either of the above should be assigned to the Activity Center (see Schedule III).

The public school system bears the major responsibility for training the TMH student through age 21 after which time other community agencies must take on the responsibility of maintaining the TMH program. Through the combined efforts of the public schools and other community agencies a Training Center combining Sheltered Workshop and Activity Center may be established.

Area - All Skills  
Level - Vocational Prep

C. A. 17.0 to 21.0  
M. A. through 8.0

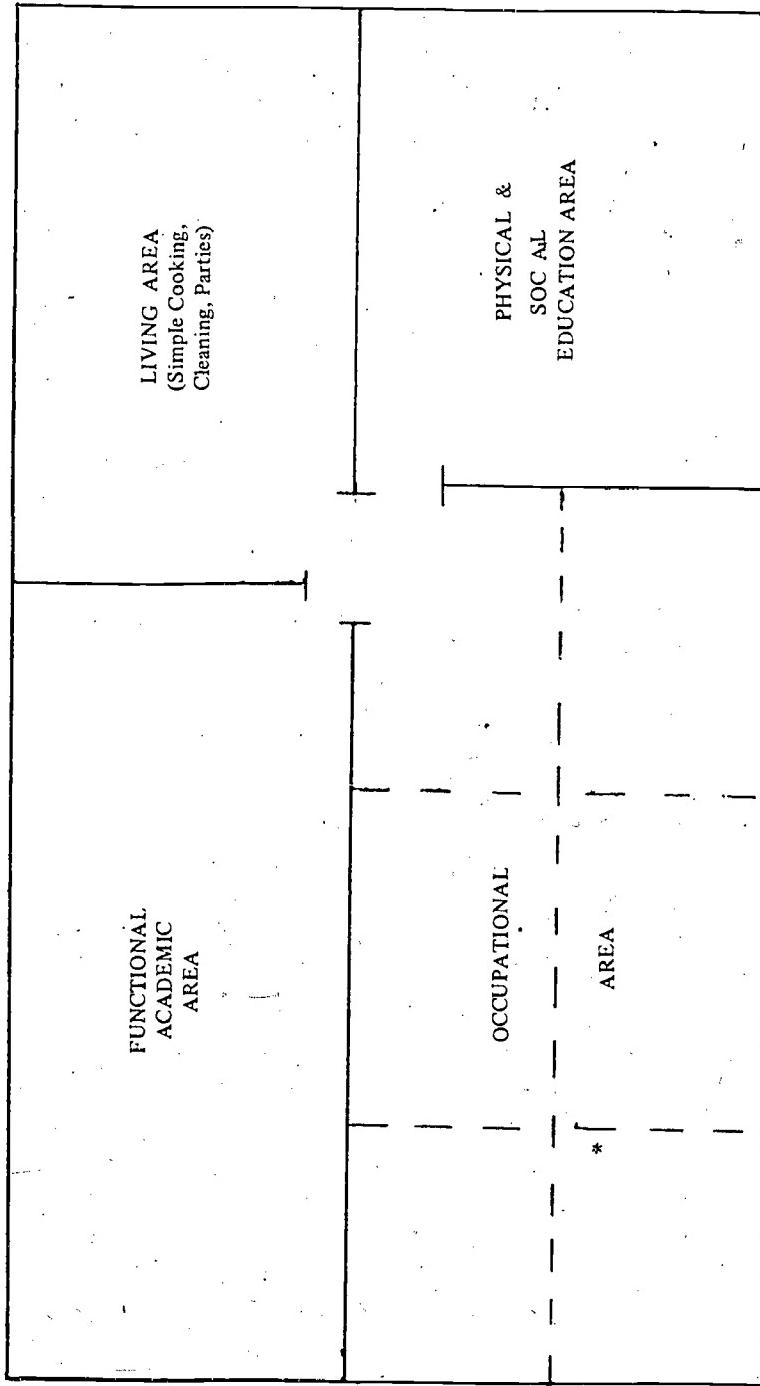
On the following pages two models of training and work facilities are shown. One is for the small community, making use of existing high school rooms which could be remodelled and used as at training center. One is for larger communities; it offers boarding facilities and is planned to accommodate post school workers as well as those for whom the public schools are still responsible.

Some students will be limited to participation in the activities program. For these students, part of the day should be spent in continuation of the program as it was set up on a pre-vocational level. This participation should continue until the vocational rehabilitation counselor and the teacher are sure that this student will be unable to participate in a workshop. Provision should then be made for him/her to enroll in the activity program on a full time basis and live at home or board at the school, whichever is most appropriate.

The students who appear able to benefit from a work training program will be placed in the work training facility for half a day. During the other half day they will partake in a program of functional academics and social and recreational skills. Individual evaluation during the work training program will determine how long the student will remain with this procedure.

TRAINING CENTER, SHELTERED WORKSHOP & ACTIVITY CENTER  
SMALL TOWN FACILITY

REMODLING OF EXISTING SCHOOL FACILITIES FOR DAY USE  
(WOULD REQUIRE AT LEAST THE EQUIVALENT OF 4 CLASSROOMS)

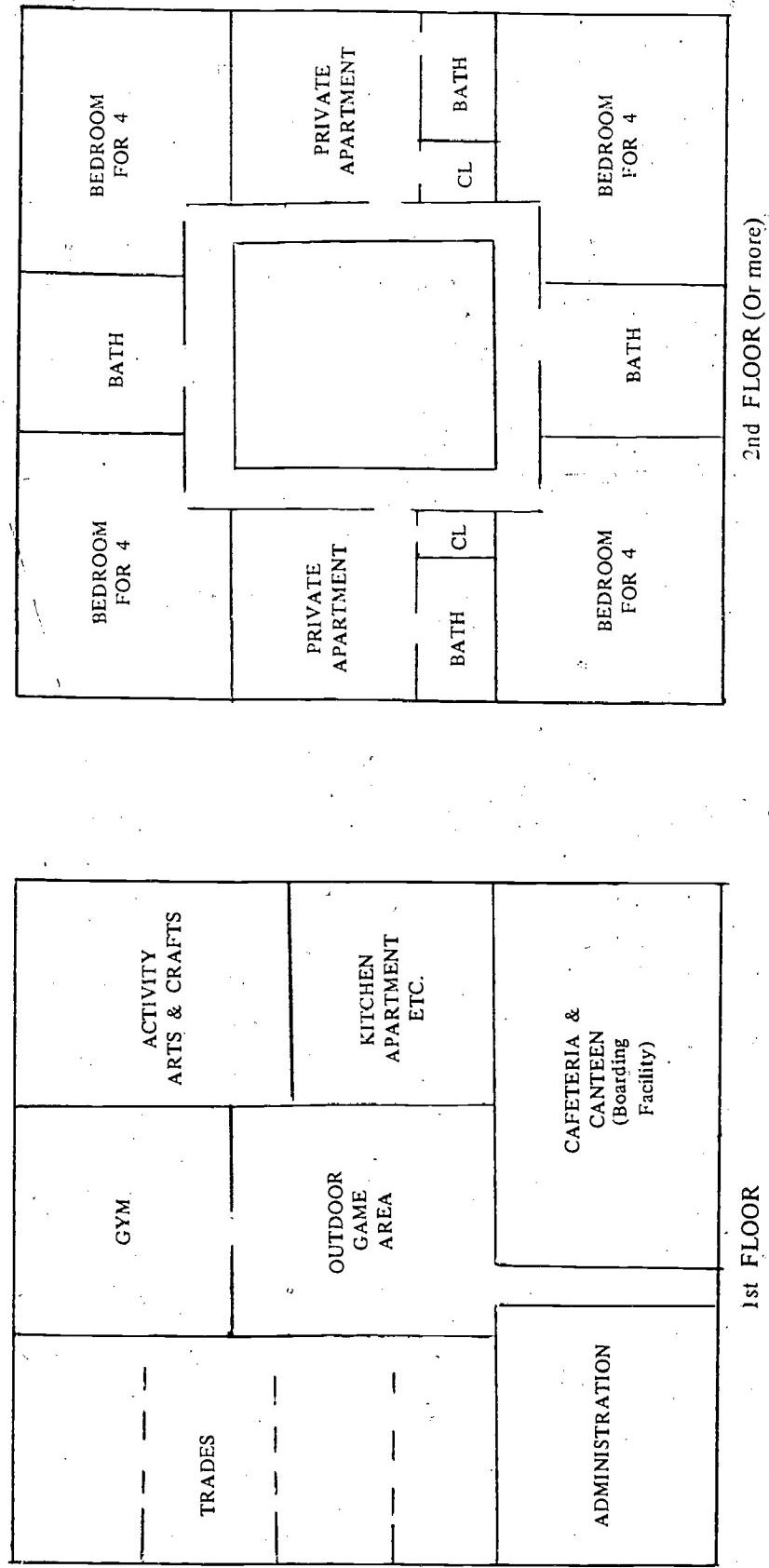


\* DIVIDERS MAY OFFER A MORE FLEXIBLE USE OF SPACE, OR ACT AS A SUBSTITUTE IF 4 SEPARATE CLASSROOMS ARE NOT AVAILABLE.

SUGGESTED STAFF:

FUNCTIONAL ACADEMICS TEACHER  
SHOP " "  
PHYSICAL EDUCATION " "  
HOME ECONOMICS " "  
PLUS AIDES AND STUDENT AIDES.

TRAINING CENTER SHELTERED WORKSHOP & ACTIVITY CENTER  
 LARGE CITY FACILITY  
 WITH BOARDING ACCOMMODATIONS



ADDITIONAL FACILITIES MIGHT INCLUDE GARDEN AREA, HYDROPONIC GREENHOUSE, CHICKEN HOUSE, ETC.  
 THIS MAY BE A 2 OR 3 STORY BUILDING, OR OTHER LIVING QUARTERS MAY BE LOCATED NEARBY.

## PROGRAM FOR SHELTERED WORKSHOP AND ACTIVITY CENTER

### SCHEDULE I

For students learning vocational skills and continuing development in other skill areas.

### SCHEDULE II

For workers who can assume responsibility for a 6 to 8 hour work day.

### SCHEDULE III

For those unable to work but able to participate in activities.

### SCHEDULE I

9:00 - 12:00	A. M. Program
12:00 - 1:00	Lunch
1:00 - 5:00	P. M. Program
9:00 - 9:15	Opening - discussion of plans for day
9:15 - 10:30	Functional Academics Reading and oral language development - related to jobs, following directions, etc. Arithmetic - making change and other skills
10:30 - 10:45	Break
10:45 - 11:30	Perceptual motor skills
11:30 - 12:00	Social, self help skills Grooming
12:00 - 1:00	Preparation for lunch, wash up, etc. Lunch Recreation
1:00 - 1:15	Sign in or punch in at workshop Discuss work assignment

### SCHEDULE I (CONT'D)

4.15	3:00	Work assignment under supervision Shoe shining Dishwashing
		Laundry washing, ironing Cleaning
		Nursery, yard work
		Stuffing, sorting or other activities
3.00	- 3:15	Break Some may leave at this time if can't sustain full afternoon's work to activity center or home
3:15	- 5:00	Continue same work assignment or be reassigned If student is living at facility, supper would be served
5.00 - 6.30		Later in the evening, planned recreation, TV, or other activity would be provided.

### SCHEDULE II

9.00	Punch in or sign in Get job assignment
9.15 - 10.30	Work
10.30 - 10.45	Break
10.45 - 12.00	Work
12.00 - 1:00	Lunch
1:00 - 3:00	Work (those assigned 6 hours, sign out and go to Activity Center)
3.00 - 3:15	Break
3:15 - 5:00	Work

## JOBS IN SHELTERED WORKSHOP AND BOARDING HOME FOR SCHEDULE W<sup>1</sup>

### Boarding Home Kitchen

- Set table
- Remove dishes from table
- Clean and scrub tables
- Prepare dishes for dish washer
- Operate dish washer
- Stack and put away dishes
- Stack trays
- Sort silverware
- Clean silverware
- Wash and put away cooking utensils
- Sort canned foods by picture

### Boarding Home Laundry

- Sort clothes by color
- Sort clothes by type
- Load carts for washing machine
- Load washing machine
- Operate washing machine
- Upload washer into dry 4
- Operate dryer
- Fold linens
- Iron flat pieces
- Put away linens
- Mend clothes

### Boarding Home Housework

- Make beds
- Sweep floors
- Run vacuum cleaner
- Dust furniture
- Wash windows
- Mop floors
- Wash woodwork
- Clean cabinets

### Boarding House Custodial

- Sweep floors
- Scrub floors
- Mop floors
- Wax floors
- Sweep porches and patios
- Empty waste baskets
- Empty garbage cans
- Clean bathrooms

### Boarding Home Miscellaneous

- Shine shoes
- Manicure nails
- Shampoo and set hair
- Wash ears
- Child care
- Help students dress

### Sheltered Workshop Jobs

- Contract jobs which require:
- Stacking
- Sorting
- Stapling
- Matching
- Packaging
- Folding
- Collating
- Assembling kits

### Boarding House and Sheltered Workshop

#### Yard and Nursery

- Rake leaves
- Pick up trash
- Shovel snow from walks
- Rake lawn
- Fertilize lawn and shrubs
- Trim lawn with hand mower
- Water lawn
- Water flowers, shrubs, trees
- Maintain small garden
- Help with greenhouse work

<sup>1</sup> See Pre-Vocational Level Economic Usefulness Skill Area

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(2)

CODE:

- 0 — Never or rarely
- 1 — Sometimes or occasionally
- 2 — Usually or often
- 3 — Almost always or always
- 4 — To be used when item does not apply or the evaluator is unable to determine

ITEM	ACTIVITY	REMARKS				
		0	1	2	3	4
16. Holding	To hold					
	(a) solid objects					
	(b) containers of fluid with ease and maintaining balance					
	(c) containers of fluid with endurance					
	(d) without movement					
17. Coordinated Movement						
A.	Body Movements					
	a. repetitive bending, i.e., stacking on floor					
	b. repetitive squatting, i.e., lifting from floor					
	c. repetitive swaying, i.e., sawing or sweeping					
	d. repetitive shifting of weight, i.e., digging with shovel					
B.	Leg Movements					
	a. alternating up and down, i.e., treadle sewing machine; electrical foot controls, etc.					
	b. controlled applied pressure, i.e., electrical knee controls, etc.					
C.	Arm Movements					
	a. with controlled force, i.e., feeding into sewing machine, electrical saw					
	b. with wide range (a) vertical (b) horizontal					
D.	Hand and Finger Movement					
	a. gross movement, i.e., polishing, painting large objects, packaging, etc.					
	b. fine movement, i.e., typing, braiding, sorting, sewing, etc.					

Coordinated Movement



CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

11

CODE:

- 0 – Never Or rarely  
 1 – Sometimes or occasionally  
 2 – Usually or often  
 3 – Almost always or always  
 4 – To be used when item does not apply  
 The evaluator is unable

二三

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List of Figures (iii))

ITEM		ACTIVITY	REMARKS				
			0	1	2	3	4
Desk	21.	(a) Speech (b) Telephone					
	22.	(a) Drawing straight line with pencil using a ruler (b) Cutting along line with scissors (c) Opening envelope, removing and unfolding paper (d) Folding new paper, placing in envelope and sealing envelope					
		(e) Writing or printing (f) Erasing penciled writing					
		(g) Turning 5 pages of a book					
	23.	(a) Drinking from glass (b) Drinking from cup with handle (c) Spoon to mouth with food (d) Fork to mouth with food (e) Cutting meat (f) Spreading butter on bread					
	24.	(a) Undressing completely (b) Undressing, help on fastenings (c) Dressing completely (d) Dressing, help on fastenings (e) Handling accessory appliances — glasses hearing aid braces etc.					
	25.	Shaving or applying cosmetics — boys — girls					
	26.	Washing Body					
	27.	Brushing Teeth					
	28.	Combing Hair — boys — girls					
Dressing, Undressing, Appliances			Grooming, Bathing				

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(5)

CODE:

- 0 -- Never or rarely  
 1 -- Sometimes or occasionally  
 2 -- Usually or often  
 3 -- Almost always or always  
 4 -- To be used when item does not apply or  
     the evaluator is unable to determine

Name \_\_\_\_\_

Evaluator \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

ITEM	ACTIVITY	REMARKS				
		0	1	2	3	4
Bathroom	29. (a) Into bathtub					
	(b) Out of bathtub, shower					
	(c) On toilet and adjusting clothes					
	(d) Cleansing					
	(e) Off toilet, adjusting clothes					
	(f) Washing hands					
Transportation	30. Can use public transportation to and from work --	(a) paying fare				
		(b) knowing stops				
		(c) transfers				

STOCKTON UNIFIED SCHOOL DISTRICT  
Pupil Personnel Services Department  
Special Education Office

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR

Evaluation of \_\_\_\_\_

Date of Work Evaluated

Date of Evaluation

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR		REMARKS
Evaluation of _____	Date of Work Evaluated _____	
Date of Evaluation _____		
Motivation - Initiative	Excellent	Good
Attitudes	Accepts Supervision	Adquate
Cooperation With Other Clients	Unacceptable	Poor
Work Tolerance		
Attitudes		
Emotional Tolerance		
Work Habits		
Tool Usage		
Operation of Equipment		
Quality of Work		
Quantity of Work		
Attendance		
Punctuality		
Attentiveness		
Safety Procedures		
Honesty Concerning Errors		
Comprehension of New Learning Situations		

Workshop Supervisor

SAMPLE TIME CARD

This a sample of the punch card used at the Training Center - Sheltered Workshop. It is used to determine the hours worked, pay due, benefits and deductions, etc. The pupil uses this time card in conjunction with the time clock and needs instruction on how to use it. The date is recorded by the secretary.

### SCHEDULE III

9:00 -	9:15	Opening exercises
9:15 - 10:30		Choice of activities Arts and crafts Gardening Clean up
10:30 - 11:30		Recreational P.E. Project activities
11:30 - 12:00		Washing - preparation for cafeteria
12:00 - 1:00		Lunch
1:00 - 3:00		Choice of activities under supervision Music Arts and crafts Bowling Swimming
3:00 -	3:15	Break - some may leave at this time.
3:15 -	5:00	Help with supper activities Cafeteria help Supper

Evening activities may include TV, square dancing, planned activities.

### **SUGGESTED MATERIALS AND EQUIPMENT FOR SCHEDULE III**

#### Gymnasium

bleachers  
locker rooms  
showers  
(See Suggested Materials for Games at end of Perceptual Motor Skills Area.)

#### Activity Center

movie projector and screen  
individual filmstrip viewer  
filmstrip projector

quiet games (See Suggested Materials at end of  
Perceptual Motor Skills Area.)

record player and records  
television set  
arts and crafts materials as needed

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**APPENDIX**

## PROCEDURE FOR INTEGRATING SPECIAL EDUCATION INTO REGULAR SCHOOL PROGRAM

During the In-Service meeting at the beginning of school, the Special Education teacher should speak to the faculty concerning the Special Education Program and the services it provides. At the same time, she should discuss problems which will be encountered and make suggestions regarding their solution. A film showing common types of Mental Retardation may be shown to acquaint the teachers with the types of children they may expect to see. It is advisable for the Special Education teacher to make some of her professional books available so that faculty members may be better prepared to answer questions asked by students and their parents. Make arrangements to visit each classroom during the first two weeks of school.

Students in the first two grades will enjoy having the teacher and the younger Special Education class visit their room. These school children will enjoy talking with the Special Education students. Arrange for the younger students to visit your classroom, see that it looks like theirs, and become familiar with it as part of the school. Plan a special program for the visitors.

It is wise to make the initial visit to the intermediate rooms without Special Education students. Before the Special Education teacher goes to a classroom, she should ask the class teacher to read *Our Jimmy* to her students. (See Suggested Materials at end of Functional Academics Skill Area.) Take along a copy of *Hello, Know Who I Am?* to read to the students or show a short film on Mental Retardation. Give the students an opportunity to ask questions regarding the mentally handicapped. Answer each question honestly and very simply.

Make plans for the Special Education students to eat in the school cafeteria with the rest of the students. See that they are included in all school activities and arrange for them to be on the school grounds during recess as much as possible. Hold open house several times during the year and put on special programs or do special activities for the students and their parents. Before the school year is over the Special Education students will be called by name and accepted by most people in the school and community.

Pearl E. Thompson

"THE EFFECT OF GROUP SPEECH THERAPY ON THE BODY IMAGE OF MENTALLY RETARDED CHILDREN"<sup>1</sup>

by Patricia M. Mershon, Ph.D.  
 Speech and Language Specialist  
 Mental Development Center  
 University of New Mexico

**LESSON I**

**PURPOSE:** Encouragement of physical movement, loss of self-consciousness by the children and group cooperation.

**MATERIALS:** Flannelboard and pieces of flannel cut out as a head with removable parts—eyes, nose, mouth, ears, eye brows and hair.

**MUSIC:** Songs: "Head, Shoulders, Knees and Toes" (See Appendix).

**METHOD:** The hair and eye brows were placed by the therapist to aid the children in placing the above-mentioned parts. The children were then encouraged to place the face-parts in the appropriate section of the face and indicate the location of the part on their own, or their neighbor's face.

**NOTE TO TEACHER:**

When used as a Unit, review can take place during the day for emphasis.  
 Reference to the concept being taught can be made in other areas, i.e., have one of the children point out body parts on a picture in a storybook that is being read.

**LESSON II**

**PURPOSE:** See lesson I.

**MATERIALS:** See lesson I, and a large animal figure (as a stuffed teddy bear).

**MUSIC:** Songs: "Head, Shoulders, Knees and Toes"

"Where is Thumpkin?"

"Run Along Home" (see appendix)

**METHOD:**

Repetition of lesson I, including reference to parts on the animal's body. (NOTE: This lesson can be repeated using different animals familiar to the children.)

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<sup>1</sup> Reproduced by permission of the author

**NOTE TO TEACHER:**

"Where is Thumpkin?" should be sung with gesture by the teacher. Even though the children may have some difficulty following at first, the activity will prove to be enjoyable.

### LESSON III

**PURPOSE:** A development of the relationship between the flannel facial features and the children's own facial features. Review lesson one.

**MATERIALS:** Flannel board and facial features. A hand mirror (More than one hand mirror can be used if there is an additional helper for the therapist, or teacher.)

**MUSIC:**  
"Good morning to you"  
"I've two little eyes"

**METHOD:** Lesson I may be reviewed before beginning Lesson III. Each child is encouraged to look at his image in the hand mirror and identify parts of the face related to the flannel figure. During the course of the lesson each child will hear his name called during the singing of the songs: "Good morning to you." This may be accomplished at the beginning of the lesson while the children are in a circle, or during the time they view themselves in the mirror.

### LESSON IV

**PURPOSE:** An introduction of the body extremities. During this lesson no reference will be made to the facial features unless a discussion is initiated by a member of the group.

**MATERIALS:** A flannel figure consisting of five separate parts — hands, head, and legs with the feet attached.

**MUSIC:**  
"Head, Shoulders, Knees, and Toes"  
"Eyes, Nose, Mouth and Ears" (Adaptation, see appendix)  
"Run Along Home"

**METHOD:** This lesson is introduced with the activity song, "Head, Shoulders, Knees, and Toes." Expressive gesture is used while singing to stress the different parts of the body. After the children are seated on the floor, the therapist/teacher may use the flannel figure and have individual children demonstrate compiling the figure parts and relating them to his own body.

## LESSON V

**PURPOSE:** An extension of the purpose of Lesson IV. This lesson will include the identification of facial features of strange pictures from magazines.

**MATERIALS:**

Pictures of children cut from magazines. As an introduction, only the facial features should be included. At a later time, the full figure may be used.

**MUSIC:**  
 "Good morning to you"  
 "Five little eyes"

**METHOD:**

After the "good morning song" is sung calling each child by name, the children may be seated on the floor while the therapist/teacher introduces magazine pictures (one for each child) and has a child identify parts of the face and relate this to his own face.

**NOTE:**

The children should be allowed to keep their pictures. It would be possible for each child to mount his own picture from the magazine on a sheet of colored paper. The mounted pictures could be hung in the room - identification games for the color of the mounting paper or the individual owning a certain picture, could be played.

## LESSON VI

**PURPOSE:**

This lesson introduces the use of the tape recorder, keeping time by clapping to the music and finally moving to the music. The final stage will involve singing and making certain movements with the music.

**MATERIALS:**

A tape should be made beforehand with no more than two simple dance routines. Example: "Looby Loo" or, "Brother Come and Dance with Me." An experiment indicated that the music is easier to follow if the tempo is slower than indicated on the original music. The activity part of the recording should be repeated. Experiment showed that when the activity section was repeated three times the group derived most benefit from the activity.

**MUSIC:**  
 "Looby Loo"  
 "Brother, Come and Dance with Me"

Best results would be expected by using one song at a session. They could be combined at a later time when both became familiar.

**METHOD:**

This lesson should begin by listening to the music, then clapping in time to the music. It is best for the children to sit on the floor in the area where they are to move about later.

After the children have clapped to the music, they can stand up and hold hands moving in a circle in time with the music. When the activity section begins, the group can stand still and go through the movements.

**NOTE:**

This type activity is a good one for rainy day recesses.

## LESSON VII

PURPOSE: This lesson aided in the self-concept in movement by having the children view themselves in front of a full length mirror.

MATERIALS: A full length mirror. It would be best to have one brought into the school room and a shatter-proof mirror would be ideal.

MUSIC: "I've Two Little Eyes"  
"Head, Shoulders, Knees and Toes"

METHOD: Each child had the opportunity to view himself in the mirror while making the movements described in the songs. The other children observed while each individual child took his place in front of the mirror.

NOTE: If the full-length mirror is available in the room for each session, it would prove useful for a section of time during the lesson. If the use of the mirror is not controlled by the teacher/therapist it could prove to be very distracting.

## LESSON VIII

PURPOSE: Sensory stimulation - tasting, hearing, seeing and smelling. The order of presentation may be altered. In follow-up lessons alteration of stimulation is recommended.

TASTING: Salt and sugar: Each child received a few grains of salt and sugar (cube) in his hand to taste.

HEARING:

Bell for loud sound.

Watch for soft sound.

The children listened to the sounds while observing and again when the objects of sound were out of sight.

SEEING:

Flashlight - the light was directed to the ceiling where it could be easily seen by the group. Each child took his turn making the light move about on the ceiling.

SMELLING:

Flower  
Perfume on the wrist or hand. (A solid form of perfume was used.)

ULTIMATE GOAL:

Identification of the part of the face that helps to identify the stimulus. The stimuli were then presented in a random order.

## LESSON IX

"WHOLENESS OF SELF" One of two lessons presented to aid the child in perceiving himself as a compilation of parts into a whole.

An extension of this lesson was utilized in "sex-roles" identification.

An individual colored instant picture was taken of each child. After the picture was taken the result was discussed with the youngster to insure comprehension.

**EXTENSION:**

The pictures were mounted on a colored background. The boys pictures were mounted together on a blue background; the girls pictures on a red background.

**LESSON X**

**"WHOLENESS OF SELF"** Second of two lessons.

Drawing: Each child was drawn around while he was lying on a large sheet of white paper. When the outline was completed, the youngster was encouraged and aided in coloring the copy to match his own clothing.

**COMMENTS:**

A good response was achieved from most of the children in coloring. Assistance had to be given for the features in order to insure identification on the follow-up activity. (See Lesson XI) Coloring of the clothing was easier to achieve.

**LESSON XI**

**PURPOSE:** Culmination of therapy.

A summary of the material was presented in sequences for reviewing by the children. At this time a record of the unit was made on film. The children identified their own picture and "outlined image" which had been hung in the foyer of the school.

Before taking his "outlined image" home, the whole group participated in assembly for the entire school, and each showed his own picture.

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## APPENDIX

### DANCE WITH ME by Humperdinck

Brother, come and dance with me,  
Both my hands I give to thee.  
One, two three; dance with me,  
Round about so merrily.  
Let your foot go tap, tap, tap  
And your hands go clap, clap, clap,  
One, two, three, dance with me,  
Round and round so merrily.

Pace, Robert *Piano For Classroom Music*,  
Prentice-Hall, Inc., 1956, p. 114

Good morning to you  
Good morning to you  
We're all in our places  
with such happy faces  
So teach us a way  
to start a new day.

Good morning to \_\_\_\_\_ (each child's name)

Head, shoulders, knees and toes  
Head, shoulders, knees and toes  
Head, shoulders, knees and toes  
and then we stand right up.

Head, shoulders, knees and toes  
Head, shoulders, knees and toes  
Head, shoulders, knees and toes  
and then we sit back down. (Used with actions)

I have five fingers on each hand  
Ten toes on both my feet  
Two ears, two eyes, one nose,  
One mouth with which to gently speak.

Eyes, nose, mouth and ears  
Eyes, nose, mouth and ears  
Eyes, nose, mouth and ears  
and then we stand right up.

Eyes, nose, mouth and ears  
Eyes, nose, mouth and ears  
Eyes, nose, mouth and ears  
and then we sit back down.

I have something in my pocket that belongs across my face  
I keep it very close to me in a very special place  
I know you'd never guess it if you guessed a long, long while  
So I'll take it out and put it on . . . it's a great, big happy  
Smile!  
\*\*\*\*\*

### LOOBY LOO

Here we go looby loo, here we go looby light.  
Here we go looby loo all on a Saturday night.  
I put my right hand in, I take my right hand out,  
I give my hand a shake, shake, shake,  
And turn myself about.  
(left foot, right foot, head, whole self)

Pace, Robert *Piano for Classroom Music*  
Prentice-Hall Inc. 1956, p. 31  
\*\*\*\*\*

Run along home and jump into bed  
Say your prayers and cover your head  
The very same thing I say unto you  
You dream of me and I'll dream of you. (Used with gestures)  
\*\*\*\*\*

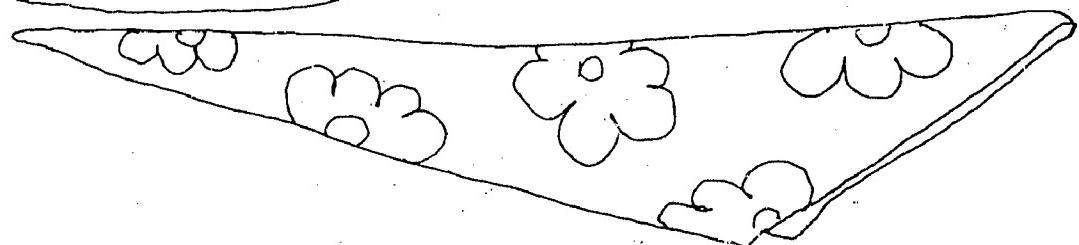
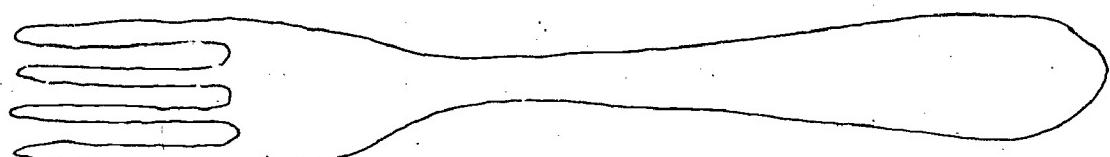
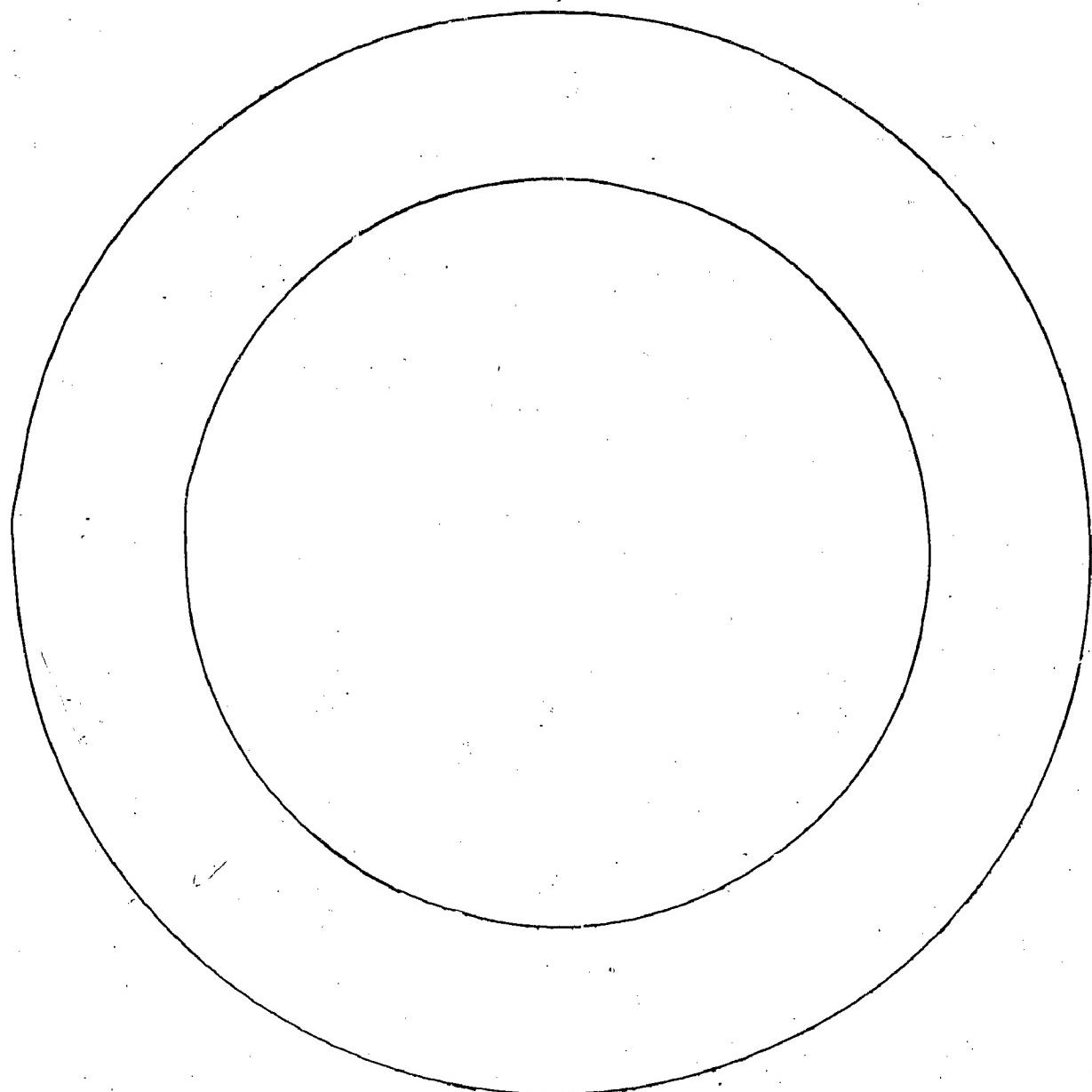
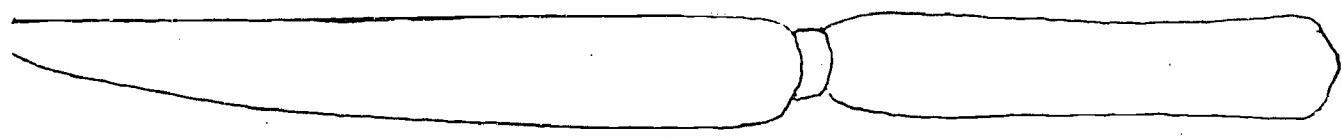
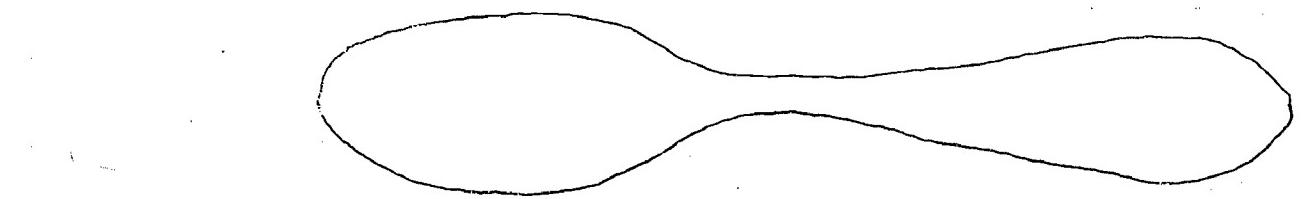
Two little eyes to look around  
Two little ears to hear you call  
Two little feet to walk around  
Hand to hold for one and all.

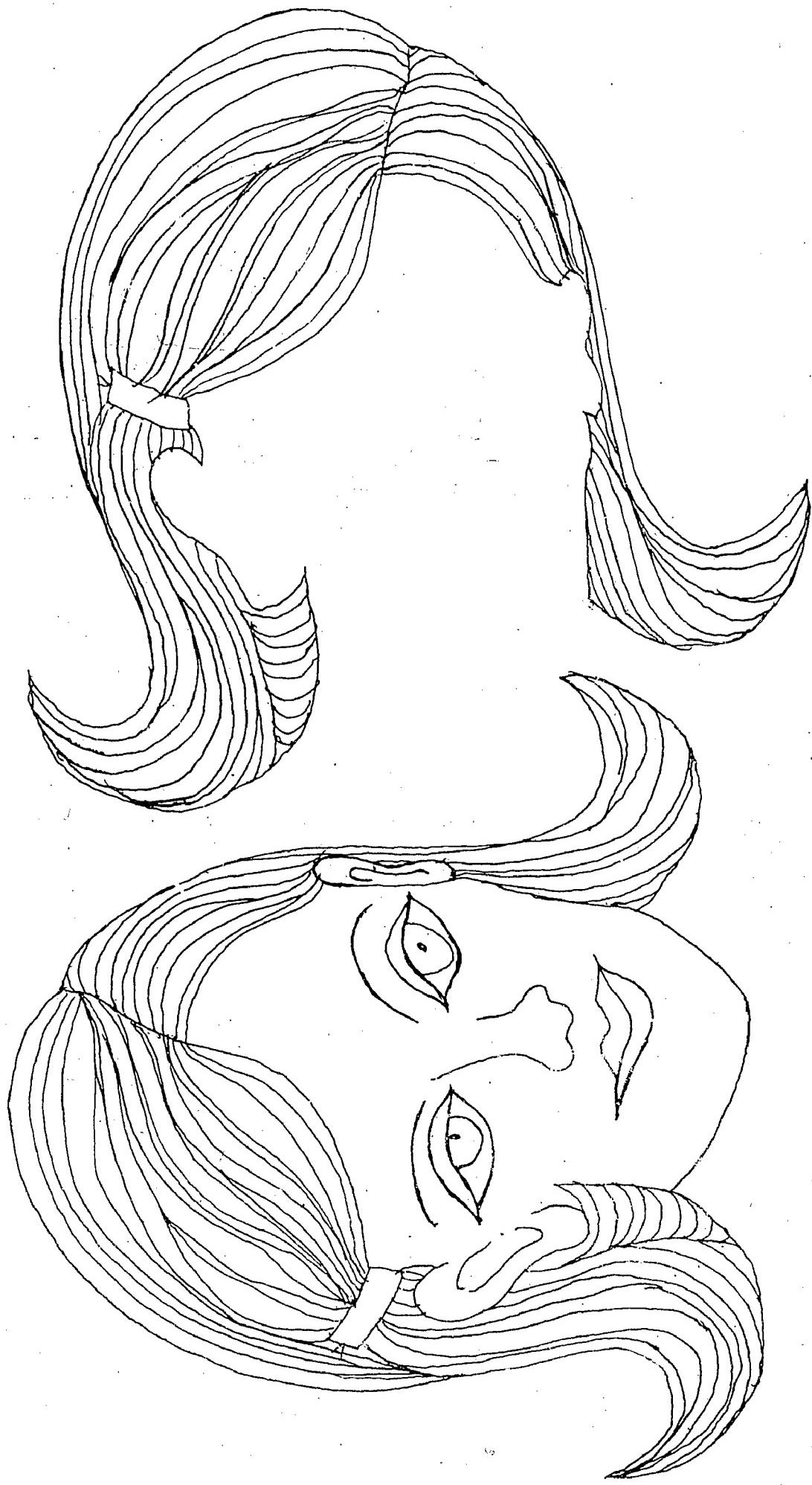
My hands can clap  
My feet can tap  
My eyes can brightly shine.  
My ears can hear  
My nose can smell  
My mouth can speak a rhyme.

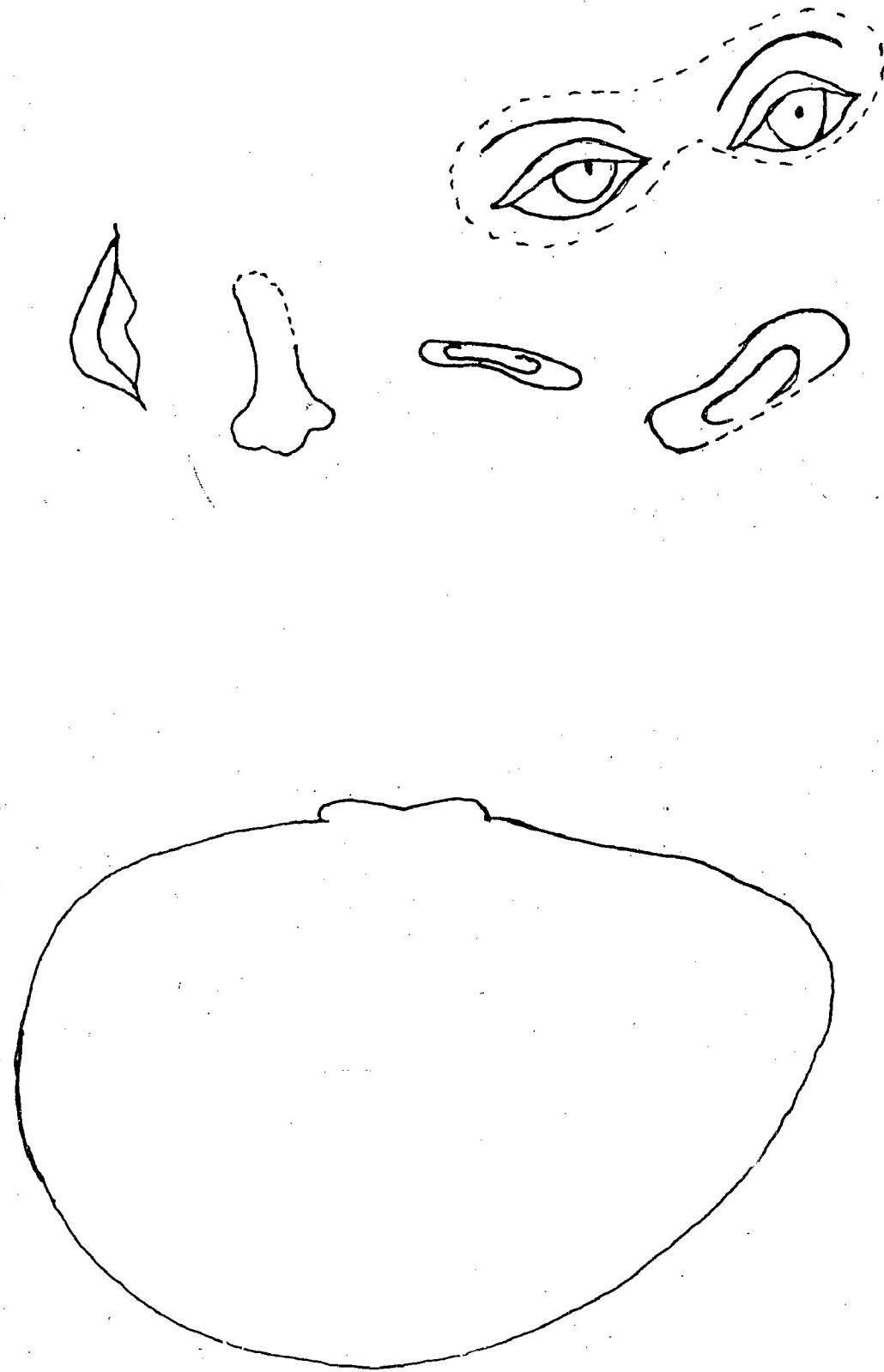
My eyes can see  
My mouth can talk  
My ears can hear  
My feet can walk  
  
My nose can smell  
My teeth can bite  
My lids can flutter  
My hand can write.

But when the sandman comes at night  
Scatters sand, turn out the light  
I'll say goodnight to you and you  
Each part of me says good night too.

*Finger Play Poems and Stories*, Helen Fletcher  
The Educational Publishing Corporation, Danien, Conn.







SUGGESTED PRIMARY DAILY SCHEDULE

(C. A. 5.0-8.11 M. A. 2.0-3.11)

8:30 - 9:00	Teacher Preparation
9:00 - 9:10	Free play period. Children have probably been riding on bus for some time. Teacher confers with bus driver, checks attendance, lunch money, etc.
9:10 - 9:25	Opening Exercises (Communication Skills) 1. Pledge of Allegiance 2. Show and Tell for speech encouragement
9:25 - 9:55	Personal grooming Attendance charts Functional Academics 1. Oral vocabulary identification 2. Calendar and weather 3. Name games 4. Number games 5. Color games 6. Parts of body games 7. Association games 8. Sequential games 9. Matching games Have a short milk or juice break Get ready for recess Go to restroom
9:55 - 10:00 10:00 - 10:30	Outdoor recess for free play on warm days Indoor recess for sharing and playing with toys on cold days Following Directions (Economic Usefulness)
10:30 - 10:45	1. Coloring 2. Cutting and pasting 3. Coordination games
10:45 - 11:00	Speech exercises (Communication) 1. Flannel board stories 2. Fingerplays 3. Speech games
11:00 - 11:15	Singing
11:15 - 11:20	Get room ready for lunch
11:20 - 11:30	Restroom, wash hands and get ready to go to school cafeteria
11:30 - 12:00	Supervised lunch with teacher or aide teaching good eating habits
12:00 - 1:00	Rest Period (Self Help Skills) 1. Dress and undress 2. Quiet time for music (sleep) 3. Quiet time for story (when all are awake)

1:00 -	1:30	Arts and Crafts
1:30 -	1:45	Perceptual Motor Skills
		1. Exercises
		2. Supervised play
		3. Rhythm band
		4. Dance activities
1:45 -	2:00	Restroom and recess
		1. Outdoor play
		2. Supervised play in the room
2:00 -	2:15	Movie or filmstrip
		Story reading
2:15 -	2:30	Story telling Get ready to go home. When room is in order, let a child select a simple game to play.
2:30 -		Go home - students walk out to bus or parent's car.

**NOTE:**

Some integrated play at recess will be possible. However, most of these children will still need a rest period at noon and sleep will probably be more practical than integrated play at that time.

**SUGGESTED INTERMEDIATE SCHEDULE  
(C. A. 9:0-12:11 M. A. through 5:11)**

8:30 — 9:00	Teacher Preparation Put away wraps while teacher checks lunch money
9:00 — 9:05	Greet friends Get supplies and place under desk
9:05 — 9:30	Opening Exercises: 1. Pledge of Allegiance 2. Show and Tell 3. Calendar and Weather 4. Roll call and attendance chart
9:30 — 9:45	Self Help Skills 1. Health Inspection 2. Grooming Period, may be needed before Health Inspection 3. Practice Self Help Skills
9:45 — 10:00	Communication Skills 1. Speech games 2. Fingerplays 3. Story telling and rôle playing by students 4. Oral vocabulary identification
10:00 — 10:30	Restroom and recess Supervised restroom or upper grade monitor Integrated play during outdoor recess Toy sharing during indoor recess
10:30 — 11:00	Functional Academics 1. Color games 2. Shapes games 3. Number games
11:00 — 11:20	4. Association games 5. Sequential games (auditory, visual) 6. Penmanship (only writing needed for more independent living) 7. Sensory games 8. Social Studies activities 9. Oral vocabulary identification Social Skills 1. Group games 2. Role playing
11:20 — 11:40	Music and Rhythms 1. Singing with or without record player 2. Action songs 3. Rhythm Band

- 11:40 - 11:50 Get ready for lunch  
1. Put away supplies  
2. Go to restroom for wash up  
3. Put on wraps and walk to cafeteria
- Supervised lunch in cafeteria
- 11:50 - 12:20 Integrated play on school grounds
- 12:20 - 12:45 Quiet Time - rest on floor mats
- 12:45 - 1:15 Soft music students enjoy
1. Stories students enjoy  
2. Stories students enjoy
- 1:15 - 1:30 Occupational Skills
1. Following directions  
2. Coloring games  
3. Cutting and pasting
- 1:30 - 1:45 Perceptual Motor Skills
1. Supervised Indoor activities  
2. Supervised Outdoor activities
- 1:45 - 2:00 Restroom and recess
- Supervised restroom or upper grade monitor
- Integrated play on schoolground
- Leisure Skills
1. Art activities  
2. Dancing  
3. Singing  
4. Games suggested by students
- Get ready to go home
1. Put room in order  
2. Put on wraps  
3. Walk to bus or parent's car

**SUGGESTED PRE VOCATIONAL SCHEDULES**  
 (C A - Vocational A through 6 U)

8:30 - 9:09	Teacher Preparation
9:00 - 9:05	Pet away a sp.
	Sign in on attendance chart
9:05 - 9:25	Openers & Exercises
	1. Pledge of Allegiance
	2. Sharing Time
	3. Check jobs chart for room job
	4. Perform room duties of day
9:25 - 9:55	Grooming and Self Help Skills (copy chart for all students to clean up if needed, girls press dresses, boys clean shoes, etc.)
	1. Health Inspection (check health chart
	2. Care of hair, nails, body as needed
9:55 - 10:25	Functional Reading and Vocabulary Development
	1. Prospective vocabulary games
	2. Workshop vocabulary games
	3. Work objects and materials identification (by card name only in many instances)
10:25 - 10:50	Number Games
	1. Store with empty food cartons and real money
	2. Other money games
	3. Counting games
	4. Time
10:50 - 11:05	Restroom and Break (Some students may still need frequent restroom privileges)
11:05 - 11:25	Communication Skills
	1. Speech exercises
	2. Story telling by students
	3. Role Playing
	4. Speech games
11:25 - 11:55	Social Skills and Citizenship
	1. Acceptable behavior in cafeteria
	2. Acceptable behavior in public
	3. Student's responsibility to home, school and community
	4. Role Playing
11:55 - 12:00	Clothing for lunch
12:00 - 12:30	Lunch in school cafeteria with some supervision
12:30 - 1:00	Quiet Time
	1. Music for listening
	2. Stories students enjoy
	3. Rest for those who need it
1:00 - 1:30	Work Skills
	1. Direction Activities
	2. Mock workshop activities

3. Any other activities or areas which you need in your program, but have not scheduled
- 1:30 - 2:10      Perceptual Motor Skills
1. Physical Education activities
  2. Action games and exercises to music

OR

Leisure time skills

1. Art activities
  2. Singing
  3. Organized rhythm and dance
- Closing exercises
1. Clean up
  2. Put away days activities
  3. Discuss home's work load
  4. Sign out
  5. Get wraps

## PARENT COMMUNICATION

### Desired Learnings Letter

Dear Parents:

As you know, the Preschool has as one of its aims the development of self help skills. It is hoped that these skills will make your child a more independent and useful member of the family. There are many ways for you to help your child become familiar with the skills and he will be learning at school. At various times throughout the school year, I will be sending home lists of desired learning with suggestions for home participation. Any help you can give your child with these skills will be appreciated.

If you have any questions or suggestions about the suggested please call the school for an appointment so that you can observe your child in the regular school routine.

Sincerely yours,

(teacher)

### Desired Learnings

#### Eating

- Use a spoon well; a minimum of spooning.
- Be able to hold fork in mouth after taking a bite.
- Be able to hold knife in mouth after taking a bite.

Use napkin with help.

Identify foods by name; begin pointing to each food.

Two sets of cards will be provided for use at home and preschool. These will contain simple Spanish action appropriate

### Suggested Home Activities

Give many opportunities to use spoon; be sure child is seated at proper distance from table and plate. Help child use spoon instead of finger(s). Cut food small enough so spoon may be used easily.

Be sure child is at proper distance from table. Give practice in holding head up while eating; observe brothers and sisters as examples.

Frequent reminders to child to use napkin; help child by having him look in mirror to see what napkin does; see how much better he looks.

Identify food by name for child, model words for him frequently. Have child identify food at first by pointing to it by saying,

“I like \_\_\_\_\_.”

“I don’t like \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

“I’m full for \_\_\_\_\_.”

“I’m not hungry for \_\_\_\_\_.”

## GUIDELINE FOR SCHOOL AIDES

(Approved by the State Board of Education, June, 1967)

### I. Definition

1. The term School Aide is distinguished from teacher aides, library aides, clerical aides, etc., regularly employed or engaged by school districts.
2. The School Aide is defined as someone who is capable of contributing experience and character to relieve one or more teachers of their responsibilities for specific tasks so that teachers may devote more time to instruction.
3. Aides are not to be employed to handle non-educational chores while working as school aides.

### II. Qualifications

1. High School Diploma equivalent and three years teaching experience as the G. E. D.
2. Health Clearance.
3. Knowledge of the school system.
4. Good communication skills, especially written.
5. Attitude toward School Aides favorable.
6. Demonstrated at high level written and oral communication skills.
7. Scholastic Associate by Board of Control, Iowa, State Department of Education.

### III. Duties

These tasks defined below are representative of typical educational assignments

### IV. Conditions for School Aide Training Sessions

1. These shall be covered:
  - A. Instruction in safety needs.
  - B. Duties to be performed.
  - C. Methods of instruction.
  - D. Business management.
2. These should be held during the months of August and September of the school year.
  - A. Days, weeks, or sessions.
  - B. Number of hours per day.
  - C. Content which should be utilized when setting up training programs.
  - D. Length of time for orientation.
  - E. Number of aides to be trained.
  - F. Type of orientation.
  - G. Aides to get together and exchange ideas, should be promoted.
  - H. Days and times, orientation, expenses, and other arrangements should be provided in the orientation sessions.

**MAATERIALS AND EQUIPMENT NEEDED IN THE FMM SPECIAL  
EDUCATION CLASSROOM**

**GENERAL.**

- a. Ample space for children to move about.
- b. Backs for chairs.
- c. Building blocks.
- d. Chairs, etc.
- e. Cloth, paper, etc.
- f. Colorful fabrics.
- g. Colors or substances for painting.
- h. Crayons, chalk, paint brushes, etc., and other drawing materials.
- i. Dressing-up materials.
- j. Furniture.
- k. Games.
- l. Household articles.
- m. Iron and ironing board.
- n. Large desks and chairs.
- o. Mats, rug, and curtains.
- p. Paper, pens, pencils.
- q. Pictures, charts, and charts.
- r. Primary school and primary supplies.
- s. Small wooden blocks, magazines, blocks, etc., to count and talk about.

**HOUSEKEEPING SUPPLIES AND EQUIPMENT**

- a. Bedding.
- b. Mops.
- c. Laundry.
- d. Cleaning and disinfectant.
- e. Buckets.
- f. Vacuum cleaner and bags, etc.
- g. Household cleaning and paper products.

**KITCHEN.**

- a. Cleaning products.
- b. Supplies.

### DISHING EQUIPMENT

- a. Spoons
- b. Knives
- c. Forks
- d. Table
- e. Sink basin and cold water
- f. Garbage
- g. Wash and soap
- h. Dish cloths
- i. Towel
- j. Soap
- k. Dishes and cutlery
- l. Pans, plates, containers, etc., for washing food, etc.
- m. Serving utensils

### STITCHING

- a. Sewing machine
- b. Thread and needles
- c. Large needles
- d. Large, strong thread
- e. Needles
- f. Buttons, pins, and needles

### KNITTING

- a. Knitting needles
- b. Yarn
- c. Crochet hook
- d. Knit up stockings for  
f. Girls, boys, school children
- e. Knit up satins, etc.

### FOR HEALTH AND GROOMING

- a. Individual grooming boxes
- b. Gloves and hand
- c. Skin care
- d. Hair brush and comb
- e. Low chair
- f. Cold soap
- g. Sponges
- h. Facial sponge
- i. Toilet paper
- j. Tissues
- k. Shoe shine kits
- l. Scale
- m. Blanket and cot or rest mats especially for younger students
- n. First Aid Kit
- o. Napkins

AUDITORS' REPORT

- Record books and records appropriate to clients  
of *Customs Brokerage Records* available from Practical  
Lawyers' Mass., Inc., 1000 Broadway, New Mexico or Bowes & Rodger, Attorneys,  
622 Rodger Drive, Fort Lauderdale,  
Florida 33301.

ARCHI-SPEECH



FOR PHYSICAL EDUCATION COORDINATION GAMES AND PLAYTIME ACTIVITIES

- Children's equipment**

  - swing, slides, single room ladders, pipes to crawl through, recognition toys as wagons, tricycles, scooters, old trees, balls and bats
  - jump ropes, children's bungee
  - Balls (tennis, softball), large push balls and bean bags
  - Balance beams, ladders, and balance beams
  - Ladders
  - Trees

**For cars, trucks, etc.**

  - Poles, sticks, and small wood and cardboard
  - Form boards and pattern boards

- i. Peg boards and pegs
- ii. Beads, spheres, cubes, cylinders, etc., with long bases
- iii. Tumbling mats and trampolines

### FOR GAMES AND PLAY TIME ACTIVITIES:

- a. Puzzles
- b. Paper dolls and small toys as animals, people, etc.
- c. Finger toys and other "spedline type" puzzles
- d. Play village, animals, and people
- e. Table games a. Tangrams, Dominos (both large and small type)
- f. Play telephone

### TEACHING AIDS

- a. Blocks (see clock teaching clock as put out by Judy Company play clocks for children as well as old clocks that can be taken apart for inspection or parts)
- b. Picture books
- c. Sample story books
- d. Family figures
- e. Figures for counting & helpers
- f. Money games
- g. Photo cards
- h. Pictures of wild animals and people

### COMMERCIAL TYPE AIDS

- 1. Traffic safety signs
- 2. Peabody Language Development Kit - Level P and I
- 3. Perceptual Development Cards as put out by Ideal
- 4. Peckboards of various sizes with pens
- 5. Ideal Portable Study Carrels
- 6. Counting frames
- 7. Workbooks Series "in Me" (\$1.00) by Mary Baird and Norman Levine
- 8. Stairways House (for teaching safety words as *fire* and *danger* to TMH)
- 9. Lacing since
- 10. The Developmental Program in Visual Perception by Marianne Frostig and David Horne
- 11. Teaching Readiness material as:
  - a. Eye-Hand Coordination Exercises
  - b. Directional-Spatial Pattern Board Exercises
  - c. Sequential Perceptual Motor Exercises

1. Perceptual Development Materials from Developmental Learning Materials
2. Printed Masters for Liquid Duplicators as from Continental Press
3. Visual Readiness Skills
4. Seeing Similarities and Differences
5. Visual Dissemination
6. Visual-Motor Skills
14. If money is used, be sure it is real money.

#### **FOR VOCATIONAL PREPARATION**

1. Gardening Simple gardening tools rake, shovel, hoe, flower pots, water hose
2. Woodworking Hammer, pincers, file, hinges, work bench with vises, plane, clamp, rulers, yardstick, screw driver, assorted sand paper, screws and nails
3. Saws various types as coping, jigsaw, all purpose saw
4. Brace and bit, bits of various sizes
5. Tin snips
6. Hand drills, power drills
7. Paint, varnish, lacquer, shellac
8. Different types of lumber
9. Masking tape
10. Brushes
11. Glue
12. Twine

## SPECIAL EDUCATION INSTRUCTIONAL MATERIALS CENTERS IN NEW MEXICO

West Las Vegas Special Education Instructional Materials Satellite Center  
West Las Vegas Schools  
Post Office Drawer 1  
Las Vegas, New Mexico 87701

Eastern Affiliated Special Education Training and Materials Center  
Eastern New Mexico University  
Portales, New Mexico 88130

Special Education Materials Center  
Santa Barbara Mine, Abiquiuque Public Schools  
1420 Edith N. F.  
Albuquerque, New Mexico 87107

West Las Vegas Special Education Instructional Materials Satellite Center  
Las Cruces Public Schools  
301 West Amador  
Las Cruces, New Mexico 88001

Consult materials center personnel in your area concerning loans of materials, program development, and evaluation of materials.

## UNNOTATED BIBLIOGRAPHY FOR PROFESSIONAL LIBRARY

- Baumgaertel, Berlitz. *Helping the Handicapped Move: A Guide to the Child*. New York: New York Bureau of Publication, Columbia University, Teacher's College, 1960. This book will help the teacher assess her pupil's ability, schedule and evaluate the program.
- Began, Frank A., et al. *Motor Perceptual Environmental Handbook of Activities for Students and Professionals*. La Porte, Texas: Perception Developmental Research Associates, 1960. Good perceptual motor activities for teacher to use and suggest for additional practice at home.
- Brock, Dolores and Matter, Bonnie. *Show Me: Thinn and Thick*. Bowling Green, Ohio: Bowling Green State University, n.d. Excellent resource for parents and other groups that IMA can participate in many activities. Explanatory booklet.
- Carlson, Bert, C. P. and Gangleland, David R. *Play Activities for the Mentally Handicapped Child*. Nashville, Tennessee: Abingdon Press, 1961. A very good book for inexperienced teachers to use as a guide to recreational activities.
- Casper, Frances P. *An Experimental Curriculum for Young Mentally Handicapped Children*. New York: New York Teachers College, Columbia University, 1961. A description of experimental curriculum for young mentally retarded children at Teachers College.
- Cherry, Bryant, et al. *An Experimental Study of Perceptual Motor Task*. New York: New York Educational Activities, Inc., 1962. This book presents appropriate movement activities which are designed to aid only for physical fitness but to assist in the various processes of children with intellectual defects.
- *Movement, Perception and Physical Education*. Palo Alto, California: Peck Publication, 1960. Another good book to use in development of movement.
- Dunn, Lloyd M. and others. *Excepted and Delayed in School*. New York: New York Holt, Rinehart and Winston, 1968. An excellent book containing articles by some of the leaders in the field of exceptional children.
- Frances, Robert J. and Ratnick, G. L. *Motor Characteristics of the Mentally Retarded*. Washington, D. C.: U. S. Department of Health, Education and Welfare, 1960. This pamphlet is especially good for those teachers who have not taken courses dealing with motor development of the IMA.

- Frankel, M., et al., Help for Winoski and Smith, Mental-Psychological Techniques of the Mentally Retarded. Charles C. Thomas, Publisher Springfield, Illinois, 1969. Has been written to help teachers know how to make the teaching aids shown in the series of films, *Aids for Teaching the Mentally Retarded*. It also describes the functional teaching program for the TMH at Landon Hall School for Exceptional Children.
- Frostig, Stanley, & Horne, David. *The Frogs Program for the Development of Visual Perception*. Chicago, Illinois: The Reader Publishing Co., Inc., 1965. Not the answer to all problems, but a program all teachers should be aware of and learn to use.
- Ginghani, David R., & Stiles, William J. *Musia Activities for Retarded Children*. Nashville, Tennessee: Abingdon Press, 1965. This book suggests that TMH children will enjoy what are sung to the tune of old songs they already know.
- Gitter, Lena A., & Gitter, John W. *Approach to Speech Education*. Johnstown, Pennsylvania: Matev Associates, Inc., 1960. Preparing classroom environments for self-teaching, e.g.,
- Hudson, Margaret. *Procedures for Teaching Truant Children*. Washington, D. C.: Council for Exceptional Children, SRA (CFC Research Monograph Series A, No. 2), 1963. This manual presents different procedures for teaching TMH children.
- Hard, Jean-Marie Gaspard. *The Wild Boy of Aveyron*. New York, New York: Appleton-Century-Crofts, 1962. All teachers of TMH children should read this book. It gives an account of the first recorded procedure used in trying to educate a severely retarded boy.
- Keppler, Newell C. *The Slow Learner in Classroom*. Columbus, Ohio: Charles E. Merrill Books Inc., 1960. This book has two chapters which deal with motor training and specific sensory motor activities. Both will be helpful to teachers of the TMH children.
- Levitson, Abraham. *The Mentally Retarded Child: A Guide for Parents*. New York, New York: The John Day Company, 1965. This revised book will be helpful to teachers in assisting parents with their problems.
- Lowenthal, Evelyn. *Techniques for the Mentally Retarded*. Swarthmore, Pennsylvania: A. C. Crafts, Inc., 1967. These exercises can be helpful for the more able TMH youngsters.
- Mager, Robert F. *Preparation of Instructional Objectives*. Palo Alto, California: Fearon Publishers, 1962.

*Mental Retardation, Appraisal, Education, Rehabilitation.* Edited by Alfred A. Brummett  
Chicago, Illinois: Aldine Publishing Company, 1967

This excellent book is a collection of current thinking of specialists in the areas of Special Education, Medicine, Psychology, and Speech and Hearing. It was written to give students and workers research findings and treatment for the TMH.

Medoff, Julia S. *Teaching the Retarded Child to Talk: A Guide for Parents and Teachers.*  
New York, New York: The John Day Company, 1961

This book is written for parents and teachers who are trying to develop speech of very young retarded children. It offers helpful suggestions for developing speech in TMH youngsters.

Primate Children Curriculum and Procedures

New York, New York: The John Day Company, 1963

This manual describes the curriculum of Orchard School for Retarded Children in Skokie, Illinois.

Nelson, Leslie W. *Instructional Aids.*

Dubuque, Iowa: William C. Brown Publishers

Many teachers have found helpful information in this book.

Perry, Natahe. *Teaching the Mentally Retarded Child.*

New York, New York: Columbia University, 1969

This book is one of the most useful in organizing your curriculum for the TMH. It also contains helpful information for home, school, community relationships.

Robins, Ferri and Robins, Jeanne. *Educational Rhythms for Handicapped Children.*

New York, New York: Horizon Press, 1965

This book contains movement exploration activities progressing from simple to difficult. These ideas were developed by a Swiss group to use with retarded.

Robinson, Hollbert and Robinson, Nancy M. *The Intellectually Retarded Child.*

New York, New York: McGraw-Hill Book Company, 1965

One of the most current books on mental retardation. A must for every professional library.

Rosenthal, Louis F. and Long, Julia. *Understanding and Teaching the Dependent Retarded Child.*

Watertown, Conn.: Educational Publishing Corp., 1960

This book contains many activities which can be used with the TMH.

Rothstein, Jerome H. *Mental Retardation.*

New York, New York: Holt, Rinehart, and Winston

This book contains many articles defining mental retardation, its causes, and some curriculum ideas.

Vallent, Robert F. *Programming Learning Disabilities*.  
Palo Alto, California: Fearon Publishers, 2165 Park Blvd. 94306  
Many teachers find some helpful ideas for teaching TMH in this book.

Williams, Harold M. *Education of the Severely Retarded Child*.  
Washington D. C.: U. S. Government Printing Office. U. S. Office of Education Printing Office, 1961  
This book will be helpful in identifying the various characteristics of the TMH and discuss curriculum for them.

#### PERIODICALS

"Exceptional Children" (published monthly except June and August)

Council for Exceptional Children  
1410 Jefferson Davis Highway  
Arlington, Virginia 22202

"Education and Training of the Mentally Retarded" (published 4 times yearly)

Division on Mental Retardation  
The Council for Exceptional Children  
Jefferson Plaza Suite 400  
1499 Jefferson Davis Highway  
Arlington, Virginia 22202

"Mental Retardation" (published bi-monthly)

American Association on Mental Deficiency  
520 L. Connecticut Avenue N. W.  
Washington, D. C. 20015

"Teaching Exceptional Children" (published 4 times per year)

ERIC Clearing House and MC Network  
Council for Exceptional Children  
Jefferson Plaza Suite 400  
1499 Jefferson Davis Highway  
Arlington, Virginia 22202

"The Digest of Mentally Retarded" (3 issues per year and supplements)

107-20 125th Street  
Richmond Hill, New York 11419

## ANNOTATED BIBLIOGRAPHY FOR PARENTS

Ayrault, Evelyn West. *You Can Raise Your Handicapped Child.*

G. P. Putnam, Sons, 1964, 318 pp., \$5.95

This book contains many practical suggestions which may be helpful in solving the retarded child's problems. It has chapters on Mental Retardation and parental attitudes.

Bare, Claire; Boettke, Eleanor; and Waggoner, Neva. *Self Help Clothing for Handicapped Children and Adults.*

The National Society for Crippled Children and Adults, Inc., 1962, 84 pp. 50 cents

This book describes the kinds of clothing handicapped children can learn to manage. Some suggestions for adapting ready-made clothing are included.

Baumgartner, Bernice. *Helping the Trainable Mentally Retarded Child.*

New York, New York: Teacher's College, Columbia University, 1960  
Handbook very useful for parents.

Buck, Pearl S. *The Child Who Never Grew.*

New York; New York: John Day Co., 1950, 64 pp., \$1.95

This is one of the first books written to focus attention on mental retardation. This mother writes about the development of her mentally retarded daughter.

and Zarfoss, Gwenth. *The Gifts They Bring: Our Debt to the Mentally Retarded.*

New York, New York: John Day Co., Inc., 1965, 156 pp., \$4.50

This book is typical of the change in attitude regarding the mentally retarded. It recognizes the retarded person and stresses his right to achieve & his potential. Also suggests community cooperation to meet the educational and social needs of the mentally retarded.

Coe, Marilyn R. "M H Child: From one parent to another,"

CANHC Reports, Los Angeles, California; 15 cents

It often helps for parents to hear about the experiences of others in similar circumstances.

*The Child Who is Mentally Retarded.* Children's Bureau, Folder No. 43.

Superintendent of Documents, U. S. Government Printing Office, 1964, 23 pp., 10 cents

This pamphlet may be helpful to parents who have just learned that their child is mentally retarded; contains information about symptoms, causes, care and training of mentally retarded.

Dittman, Laura L. *The Mentally Retarded Child at Home, A Manual for Parents.*

New York, New York: National Association for Retarded Children, 1961  
420 Lexington Aven., New York 10017

This bulletin gives practical advice on home care and training for the mentally retarded from infancy to adolescence.

Dooley, Ruth K. *Our Jimmy.*

Westwood, Massachusetts: Service Associates, (Box 224, 02090), \$3.95 and 35 cents postage

A mother and father tell the other family members about their retarded brother. Illustrations by a retarded boy.

Egg, Dr. Marie *When A Child Is Different: A Basic Guide for Parents and Friends of Mentally Retarded Children.*  
New York, New York: John Day Co. Inc., 1964, 155 pp., \$3.75  
Practical ways parents can help their retarded child develop. Excellent.

French, Edward and Clifford. Scott, J. *Child in the Shadows.*  
New York, New York: Lippincott, 1960  
This book is written for parents and discusses the mentally retarded in non-technical terms. Residential placement is discussed.

*How You Can Help Your Retarded Child.*

New York, New York: J. B. Lippincott Co., 1967, 191 pp., \$4.50  
Revised edition of *Child in the Shadows*. This book discusses needs of the mentally retarded and problems their parents must face.

*Hello, Know Who I Am?*

Ginott, Haim J. *Between Parent and Child.*  
New York, New York: an Avon Book. The Hearst Corp., 959 Eighth Ave., New York 10019  
Good reading for parents who are looking for new ideas.

*Hello, Know Who I Am?*

Lee County Association for Retarded Children, Inc.  
2570 Hanson Street  
Fort Meyers, Florida  
5 cents each  
Excellent pamphlet in which a retarded boy tells about Mentally Retarded people.

*The Retarded Child Gets Ready for School.*

Hill, Margaret *The Retarded Child Gets Ready for School.*  
Public Affairs Committee, Inc., Pamphlet No. 349, 1963, 28 pp., 25 cents  
This pamphlet offers suggestions to help parents prepare their child for school.

*Is My Child Normal?*

Johnson, Wendell  
Danville, Illinois: The Interstate  
10 cents  
A simple pamphlet all parents should read.

*The Child in the Glass Ball.*

Junker, Karen Stensland *The Child in the Glass Ball.*  
Nashville, Tennessee: Abingdon Press, 1964, 256 pp., \$4.00  
A mother writes about her experiences with her two mentally handicapped children and what she is doing about her problems.

*You and Your Retarded Child.*

Kirk, S. A.; Karnes, M. B.; and Kirk, W. D. *You and Your Retarded Child.*  
New York, New York: Macmillan Co., 1955  
A book all parents should read. Contains good advice for parents and relatives of retarded persons.

Levinson, Abraham *The Mentally Retarded Child: A Guide for Parents.*  
New York, New York: The John Day Company, 1965  
This book has been revised and updated by the staff of the Levinson Foundation. Answers many frequently asked questions.

Magee, Catherine Fowler *One of the Family*.  
New York, New York: David McKay Company, Inc., 1964, 210 pp., \$3.95  
Story of teenage girl whose parents have a mongoloid child the day she graduates from high school. Problems she encounters are described.

Patterson, Katheryn *No Time for Tears*.  
New York, New York: Johnson Publishing Co., 1965, 109 pp., \$3.95  
An epileptic mother tells of her struggles with her hydrocephalic son and the adjustments the family had to make for a happy life together.

Pennington, R. Corbin and James, Elizabeth *For the Parents of the Child Whose Speech is Delayed*.  
Danville, Illinois: The Interstate, 50 cents  
An inexpensive pamphlet with good ideas.

Pollack, Morris and Pollack, Miriam *New Hope for the Retarded*.

Boston, Massachusetts: Porter Sargent Publications, 1953

This book can offer many suggestions to parents teaching their retarded child at home.

Rogers, Dale E. *Angel Unaware*.  
Westwood, New Jersey: Fleming H. Revell, 1953  
Parents continue to enjoy this mother's story of her retarded child.

U. S. Department of Health, Education and Welfare, *The Mongoloid Baby*.  
Washington, D. C.: Welfare Administration, Children's Bureau, 1966, 10 cents  
Simple and informative for the parents of young mongoloid children.

Vallet, Robert E. *Modifying Children's Behavior*.  
Palo Alto, California: Fearon Publishers, 2165 Park Blvd., 94306  
Recommended by teachers as a book which can help parents.

#### PERIODICAL

"Children Limited"  
National Association for Retarded Children  
420 Lexington Avenue  
New York, New York 10017

(Encourage parents to join Local, State and National Associations for Retarded Children.)

## SOURCES OF FREE OR INEXPENSIVE MATERIALS

### HOW TO ORGANIZE A SPARKY'S FIRE DEPARTMENT

This is a guide to starting a Sparky's Fire Department (or any junior fire department) with suggestions on keeping it rolling and making it interesting and effective for everyone concerned. Single copies are available.  
(National Fire Protection Association)

### OTTO THE AUTO SERIES

This is a series of ten whimsical illustrated safety stories which children love, as told by an *automobile!* These stories can be read to primary grade school children, and can be read by older children. Through the fanciful adventures of Otto the Auto, each story teaches a traffic safety lesson, following the safety slogan on the current poster of the month. Available in single sheets and booklet form (both 8½x11 inches) suitable for standard three-ring notebooks. Available only on a request through your local AAA Automobile Club. Single copies are available to teachers only.  
(American Automobile Association)

### CHILDREN'S GARDEN, THE

There is an important phase of flower gardening that is sometimes overlooked. We refer to the Children's Garden. Did you ever stop to think what a flower garden will do for a child? It will give him an understanding of nature that will be helpful to him as long as he lives. It will foster a love of beauty that will materially add to the artistic side of his development. It will provide a training in manual dexterity that hours of schooling will not equal. And perhaps most important of all, a flower garden will give the child hours of happiness in healthful sunshine. These mimeographed sheets tell how to plant and tend a flower garden; 3 pages. Single copies. If, after inspecting a copy a teacher writes that he has found it suitable for classroom use, additional copies will be sent.  
(Mandeville and King Co.)

### LOYAL FRIEND, A

Thoughtless or misinformed children can have many unhappy experiences with their pets and cause acute suffering to the animals. This brief leaflet on dogs is designed to help the teacher give the child the "know-how" on what is fundamental in kind treatment and proper care of these pets; 2 pages illustrated. Single copies to teachers and librarians who make their request on school stationery.  
(American Humane Education Society, The)

### CLAY MODELING METHODS NO. 38

This 4-page, 8½x11 inches, two color folder discusses the different types of clays and explains in simple terms these methods of modeling: (1) Push and Pull, (2) Pinch Pot, (3) Coil Building, (4) Slab Method. Objects modeled by the different methods and photographed, illustrate these easy methods. Available to teachers and librarians. Single copies.  
(American Art Clay Co., Inc.)

### EASY-TO-MAKE GIFTS

You don't have to be an expert to make the unusual gifts suggested in this booklet. Ingredients are simple and inexpensive — you'll find many of them right in your own home. The ideas in this booklet will probably stimulate some of your own. These will be even more exciting to create because they include a priceless ingredient — your own imagination; 16 pages, illustrated. Available in classroom quantities.  
(Johnson Wax)

#### FREIGHT TRAIN CUT-OUT

Here is a cut-out activity for grades 1-3, featuring a locomotive, ten freight cars, and a caboose, in color. The cut-out, when standing, shows an external view on one side and a "Cut-away" view on the other. Single copies. Available to in-service teachers, superintendents, and other school officials.

(Association of American Railroads)

#### FUN WITH STA-FLO LIQUID STARCH

Inspired ideas for all ages: Finger painting, string art, balloon decorations, hand puppets, sponge painting, stenciling, dripless painting, screen painting, paper-sack masks, spatter art, dry brush painting, crayon scratch art, painting on foil, mottled design, brayer painting. This booklet undertakes to present creative and practical suggestions within the basic principles of free expression, for all youngsters. Single copies are available on any request. Multiple copies are available to teachers only, and only when request is written on school stationery.

(Staley Manufacturing Co., A.E.)

#### HAPPY HOLIDAY SERIES

This is a set of four 8½x11 inch folders. They are: HH-1, Ideas for Halloween, Thanksgiving, Christmas; HH-2, Ideas for Valentine Day, Easter, and Mother's Day; HH-4, Know Your Neighbors, Canada and Mexico; and HH-5, Alaska and Hawaii. Paintings, drawings, and modeled objects were made of clay, crayons, tempera, and water colors, then photographed to illustrate the Happy Holiday Series. Available to teachers and librarians. Single copies.

(American Art Clay Co., Inc.)

#### PAPER FUN WITH GLUE-ALL

This little booklet will introduce you to a world of wonderful glue-it-yourself fun. Toys, games, party favors, decorations...there's no limit to the creative paper crafts you can dream up! This booklet presents 30 easy-to-do, easy-to-glue paper projects. Available in reasonable quantities for classroom use.

(Borden Company, The)

#### POSTURE MAKES PERFECT

This booklet, like THREE LITTLE SLOUCHES, listed elsewhere, was written to impress upon young children the importance of posture. It is a coloring book. Single copies are available free to teachers; additional copies are \$10 per 100.

(American Chiropractic Association)

#### BREAKFAST GAME

This is a game for first through sixth grades to stimulate good breakfast habits. Included in the kit are individual pupil's breakfast score cards, a colorful wall chart for team scores, buttons for each pupil, and blue ribbons for members of the winning team. Correctly assembled kits will be sent to the teacher for the exact number of pupils in her classroom. Be sure to specify number of pupils in each classroom.

(Kellogg Company)

#### TOTS AT THE TABLE

This book is planned as any easy reference for parents in the feeding of pre-school (age 1 to 5) children. You'll find information on the basic food needs and a suggested guide to follow in meal planning to meet those needs. Tips to make traveling with young ones more enjoyable are also included. There are some brand new party ideas created especially to please little folks. A handy chart offers solutions to some of the more common feeding problems, 23 pages. One complimentary copy. Requests for this material must mention the GUIDE and requester's zip code. (National Live and Meat Board)

#### **FACE WASHING CHARTS**

These charts, for use on bulletin boards, demonstrate correct face-washing procedure.

(Campana Corporation, Cuticura)  
Dept. PH, S-3, Batavia, Illinois 60510

#### **LITTLE CARPENTER, THE**

Just about every boy in the world loves tools. They like to look at them... and to play with them... but mostly, they like to make things with them, including noise. This book is for these boys. They will enjoy it as beginning tool users, and at the same time it will help them develop skills in working with tools. Available in classroom quantities.

(Stanley Tools)

#### **CHILDREN'S ZOO, THE**

This is a colorful, illustrated booklet of rhymes about "a jolly journey through a juvenile jungle." Fun to read, it is available in classroom quantities.

(Lilly and Company, Eli)

#### **LITTLE ENGINE THAT COULD, THE**

This is a character-building story for the primary grades which emphasizes the virtues of courage and stick-to-it-iveness. While this is the complete story, it is an extract from an entire set of books for children; 10 pages, illustrated in color. Single copies are available to teachers and librarians only. Write directly to Mrs. Victoria S. Johnson.

(Tangiey Oaks Educational Center)

#### **TEACHING KIT FOR PRIMARY GRADES—"The Story of a Loaf of Bread"**

Children are naturally curious about people and the work they do. The pictures of the farmer, miller, baker, grocer, and how they help to make one of our basic foods will capture their interest immediately. Your class will enjoy making a class scrapbook, posters, rhymes, charts, a film strip, and other things suggested by the story. This teaching kit includes the reader in simple line drawings, seatwork in Reading and Arithmetic, and on the last page, suggestions for correlated activities are given. Suitable for use in the 1st, 2nd, and 3rd grades. Single copies are available free to teachers. A slight charge is made for additional copies.

(Continental Baking Company)

#### **VISIT TO THE DENTIST, A**

The dentist is one of the people who help us stay healthy. He helps us take good care of our teeth. This is a story about Judy and Johnny's visit to the dentist. Children in all primary grades will enjoy reading this colorful booklet to learn how the school and family dentist teach the importance of dental health; 15 pages. Single copies are free. Available to teachers only.

(American Dental Association)

#### **AMERICAN HUMANE SOCIETY TEACHER'S KIT**

This is a kit of materials on animals. Some of the leaflets tell how to take care of your pets; some show the teacher how she can utilize animals as a teaching tool; others emphasize humanity to animals. A single kit is free to teachers. Request must be written on school stationery. The items in this Teacher's Kit are:

Animals in the Classroom; Care and feeding of caged birds; Care of the cat; Care of the dog; Cushioned Claws; Dog and Cat care; Parakeets as pets; Ponds Alive; Teaching with Toads and Turtles; What do you know about Animals? You and Your Dog.

(American Humane Education Society, The)

## ACCIDENT PREVENTION AND SAFETY BICYCLE SAFETY POSTERS

This is a series of four posters, in color, on bicycle safety. Two sizes, 13x17 inches and 8½x10 inches. Available to teachers as a set. Designed for classroom and hall bulletin boards. The four posters are:

- \* Always use bike hand signals.
- \* Bike rider's Safety Rules.
- \* Be sure your bike is ready to go.
- \* Bike Safety Aids

(Bicycle Institute of America, Inc.)

## TEN TRAFFIC SAFETY POSTERS

From some 50,000 designs submitted by students throughout the country, in the AAA National School Traffic Safety Poster Contest, ten winning posters are selected each year for reproduction in large (17x22"), two-color format. Educators have found that imaginative interpretation of a safety rule by one child often sparks the imagination of the other children. Some four million of these posters are distributed by AAA Clubs each year. Reproductions of the posters are used in **TRAFFIC SAFETY GUIDES** and **MY OWN SAFETY STORY**, listed elsewhere. Available only on request through your local AAA Club. Single copies are available to teachers only.

(American Automobile Association)

## GOOD HEALTH RECORD

This is a chart to be filled in every day on eating, keeping clean, and sleeping. It is usable as motivation for good health habits. Suitable for primary and intermediate grades. Available in classroom quantities to teachers.

(Keflogg Company)

## SCHOOL HEALTH POSTERS

These posters are on various aspects of health with each one presenting an important lesson. The set includes posters on such subjects as washing hands, eating properly, and covering coughs and sneezes. Titles of the posters are: Cover coughs and sneezes; Sleep for Pep Tomorrow; Wash Germs Away; and Good Food Helps You Grow. Each poster is 11x17 inches. For use in upper elementary and Junior High.

(National Tuberculosis Association)

## TOOTHBRUSHING CHARTS

Included are a wall chart for classroom display and small charts for distribution to children... Wall chart, 17x24 inches, illustrates toothbrushing method which has been suggest by many dentists to help give teeth proper home care and provides for an honor roll listing of children who have brushed their teeth properly and regularly. Small chart, 6x9 inches, repeats illustration given on the classroom chart and provides space in which to keep a month-long record of toothbrushing at home. For grades one through four. Available in classroom quantities to teachers and librarians in the United States. State number of pupils in class.

(Lever Brothers Company)

## GOOD GROOMING POSTER

Addressed to young boys, this poster contains a checklist of five good grooming musts with a good grooming rating from 0 to 100%.

(Men's Tie Foundation)

#### **TEACHING CHART ON SEWING**

To reach the joyous, creative stage of sewing takes only a rather brief period. Magic begins to happen when you are able to deal with all the ordinary, everyday, fundamentals. To speed your great day of creativity, of fashion inspiration and originality, make up your mind to learn the essentials. One of the essentials is knowing thread. Thread and fabric are partners, complementing each other, subtly responsive to each other. This chart shows how to choose the proper thread for your fabric. Single copies are available to teachers.

(Belding Heminway Company, Inc.)

#### **LEARNING WITH TOOLS NO. 468-13914**

This chart pictures many common tools and emphasizes, through the use of questions, safety practices to be followed in using them; 11x22 inches. Single copies are available to teachers and librarians only. Request must be written on official stationery.

(National Education Association, National Commission of Safety Education)

ADDRESSES OF FREE MATERIALS

**AMERICAN ART CLAY CO., INC.**  
4717 W. 16th Street  
Indianapolis, Indiana 46222

**AMERICAN AUTOMOBILE ASSOCIATION**  
Make request to your local AAA Motor Club  
P. O. Box 1535  
Des Moines, Iowa 50306

**AMERICAN DENTAL ASSOCIATION**  
Bureau of Dental Health Education  
211 E. Chicago Avenue  
Chicago, Illinois 60611

**AMERICAN HUMANE EDUCATION SOCIETY, THE**  
180 Longwood Avenue  
Boston, Massachusetts 02115

**ASSOCIATION OF AMERICAN RAILROADS**  
Education and Group Relations  
830 Transportation Building  
Washington, D. C. 20006

**BELDING HEMINWAY COMPANY, INC.**  
1407 Broadway  
New York, New York 10018

**BICYCLE INSTITUTE OF AMERICA, INC.**  
122 East 42nd Street  
New York, New York 10017

**BORDEN COMPANY, THE**  
Consumer Services  
350 Madison Avenue  
New York, New York 10017

**CONTINENTAL BAKING COMPANY**  
Home Economics Department  
P. O. Box 731  
Rye, New York 10580

**JOHNSON WAX**  
Consumer Education Department ETG  
Racine, Wisconsin 53403

**KELLOGG COMPANY**  
Home Economics Services  
Battle Creek, Michigan 49016

**LEYER BROTHERS COMPANY**  
Consumer Education Department  
Public Relations Division  
390 Park Avenue  
New York, New York 10022

**LILLY AND COMPANY, ELI**  
Miss Mary E. Hendricks  
Public Relations Division  
740 South Alabama Street  
Indianapolis, Indiana 46206

**MANDEVILLE AND KING COMPANY**  
1255 University Avenue  
Box 134  
Rochester, New York 14601

**MEN'S TIE FOUNDATION**  
Robert Grimsley  
432 Park Avenue South  
New York, New York 10016

**NATIONAL EDUCATION ASSOCIATION**  
National Commission of Safety Education  
1201 Sixteenth Street, N. W.  
Washington, D. C. 20036

**NATIONAL FIRE PROTECTION ASSOCIATION**  
Public Relations Department  
60 Batterymarch Street  
Boston, Massachusetts 02110

**NATIONAL LIVE STOCK AND MEAT BOARD**

Consumer Communication Dept.  
36 South Wabash Avenue  
Chicago, Illinois 60603

**NATIONAL TUBERCULOSIS ASSOCIATION**

Please order materials directly through your  
Local or State Tuberculosis Association

**STALEY MANUFACTURING CO., A. E.**

Public Relations Division  
Department PR-FSF-3  
Decatur, Illinois 62525

**STANLEY TOOLS**

Educational Department  
600 Myrtle Street  
New Britain, Connecticut 06053

**TANGLEY OAKS EDUCATIONAL CENTER**

The United Educators, Inc.  
Mrs. Victoria S. Johnson  
Director of Educational Research and Services  
Lake Bluff, Illinois 60044

**Helpful Hints When Writing for Free Materials**

1. Write your request on official stationery.
2. Include your title, principal, director, teacher.
3. Request the materials at least four weeks before you plan to use them.

The following companies offer free films and/or filmstrips. The teacher can send for a listing of available films. Borrowers pay the transportation charges on films.

**FILM ADDRESSES**

**AMERICAN HUMANE EDUCATION SOCIETY, THE**  
180 Longwood Avenue  
Boston, Massachusetts 02115

**ASSOCIATION FILMS, INCORPORATED**  
Executive Offices  
600 Madison Avenue  
New York, New York 10022

**BELL SYSTEM TELEPHONE OFFICES**  
Request from your local Bell System Telephone business office. If your community is not served by Bell System, write or call the manager of the nearest Bell System office.

**BELLINGRATH GARDENS**  
Theodore, Alabama 36582

**CONSULATE GENERAL OF CANADA**  
order from —  
**CANADIAN CONSULATE**  
Film Librarian  
510 West Sixth Street  
Los Angeles, California 92037

**COPIEY PRODUCTIONS**  
7776 Ivanhoe Avenue  
La Jolla, California 92037

**EASTMAN KODAK COMPANY**  
Audio-Visual Service  
343 State Street  
Rochester, New York 14650

**FLORIDA DEVELOPMENT COMMISSION**

Film Library  
Collins Building  
Tallahassee, Florida 32304

**FORD MOTOR COMPANY**

Film Library  
The American Road  
Dearborn, Michigan 48121

**MIAMI SEAQUARIUM**

Rickenbacker Causeway  
Miami, Florida 33149

**MODERN TALKING PICTURE SERVICE**

922 Bannock Street  
Denver, Colorado 80204

**NEW MEXICO DEPARTMENT OF DEVELOPMENT**  
Film Librarian State Capitol Building  
Santa Fe, New Mexico 87501

**RALSTON PURINA COMPANY**  
Supplies Service Section  
Checkerboard Square  
St. Louis, Missouri 63199

**ROSES, INCORPORATED**  
217 Ann Street  
East Lansing, Michigan 48823

## FREE FILMS

### ABOUT FLOWERS

16mm., sound, color, 6 min.  
This film is a nature lesson taught in a field of flowers.  
Consulate General of Canada.

### BEAVER DAM

16 mm., sound, 15 min.  
This film shows the beaver at work.  
Consulate General of Canada.

### CARE OF THE CAT

Silent, 15 min.  
This filmstrip shows how to care for cats.  
AHES

### CASEY HAD A PROBLEM

87 frames, sound  
The filmstrip shows the cattle drive and a two day rodeo.  
Ralston Purina Company

### CREATURES OF THE SEA

(1960) 16mm., sound, color, 22 min.  
This film covers the collection of trained marine animals and exhibits.  
Miami Seaquarium.

### EMBRYONIC DEVELOPMENT -- THE CHICK

16mm., color, sound, 25 min.  
By use of time-lapse photography, illustrates the development of the chick.  
Consulate General of Canada

### FARM ANIMALS

15 min., color, silent filmstrip  
This filmstrip tells the story of farm animals.  
American Humane Education Society

### HIDE-AWAY PUPPY

Filmstrip, color.  
Shows the care of puppies.  
American Humane Education Society.

### LASSIE'S LITTER BIT (2990)

16mm., sound, color, 28 min.  
This film dramatizes the consequences of dropping litter carelessly about. Lassie and a friend protect wildlife from annihilation.  
Modern Talking Picture Service, Pepsi-Cola Company.  
Englewood, Colorado

### LITTERBUG, THE

16mm., sound, color, 8 min.  
This film is a Walt Disney production, starring Donald Duck. It deals with keeping our country beautiful.  
Association Films, Inc. Executive Offices, 600 Madison Avenue, New York, New York 10022

**MRS. SQUIRREL AND HER FAMILY**

15 min., silent.  
Filmstrip tells story of the squirrel family.

American Humane Education Society

**MRS. BEAR AND HER FAMILY**

15 min., silent.  
Filmstrip tells the story of the bear family.

American Humane Education Society.

**PETS**

15 min., silent.  
This filmstrip shows how to care for pets in the family.

American Humane Education Society.

**SAN DIEGO ZOO, THE**

(1965) 16mm., color, sound, 26 min.  
This film presents the zoo, which is unique in that animals live in enclosures, not cages.

**SONNY SQUIRREL AND THE PINE TREES**

15 min., silent.  
This filmstrip tells the story of squirrels.  
American Humane Education Society.

**TREK TO THE TETONS**

(1966) 16mm., sound, color, 23 min.  
This film shows buffalo stampeding, whitetail deer, prairie dogs, and other animals in their natural habitat.

Eastman Kodak Company.

**WILDLIFE WORLD**

(1961) 16mm., color, sound, 30 min.  
This film presents New Mexico, with its quiet deserts, grassland prairies, and timberlined ridges.

New Mexico Department of Development.

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